

**Sam Houston State University**

**Dietetic Internship Using the IP Standards**

**Comprehensive Self-Study Report (SSR) for Continued Accreditation**

for

**The Accreditation Council for Education in Nutrition and Dietetics (ACEND)**

<August 12, 2014>

**Application for Accreditation Cover Pages -- ACEND 2012 Accreditation Standards  
Dietetic Internship**

Report being submitted (check one):

<input type="checkbox"/>	Self-Study Report for New Program Application --Standards (1-3)	<input type="checkbox"/>	Self-Study Report for New Program Application --Standards (1-23)	<input type="checkbox"/>	Interim Report for New Program Accreditation
<input checked="" type="checkbox"/>	Self-Study Report for Continued Accreditation	<input type="checkbox"/>	Interim Report for Continued Accreditation	<input type="checkbox"/>	Program Assessment Report for Continued Accreditation

Date: August 12, 2014

Program name: Combined MS in Dietetics & Dietetic Internship Program

Sponsoring Institution: Sam Houston State University

City: Huntsville State: Texas

Concentration Areas — (list all using additional sheets if necessary):

Concentration Area name: Community Research and Wellness

Concentration Area name: \_\_\_\_\_

Degree granted — (check all that apply):

Master's     Master's Optional     Some Graduate Credit     Certificate Program

Distance Education — (check all that apply):

Coursework     Supervised practice rotations

Existing Internship: Enter maximum number of students for which program is seeking accreditation and current enrollment.

New Internship: Enter anticipated maximum number of students for which program is seeking accreditation.

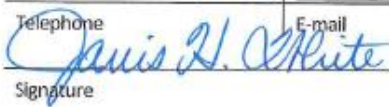
Dietetic Internship Using the IP Accreditation Standards				
	Degree		Non-Degree	
	Full-time	Part-time	Full-time	Part-time
Maximum enrollment	10			
Current enrollment	10			

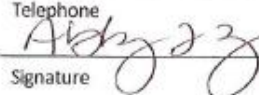
Program Director:

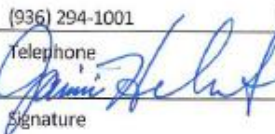
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Signature	Web Address

The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics.

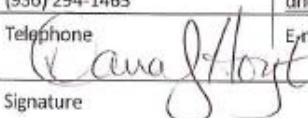
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\*This form must be submitted with the application packet documenting compliance with ACEND's 2012 Eligibility Requirements and Accreditation Standards.

\*\*The Accreditation Council for Education in Nutrition and Dietetics will not process an application without the signature of the sponsoring institution's CEO or designated officer.

If you used a consultant to prepare your report (paid or unpaid), please describe the nature of the services provided and include the name and contact information of the consultant. Indicate "N/A" if not applicable:

N/A

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Consultant Name

---

Business Address

---

Title

---

Telephone

---

E-mail

**Self-Study Report on the ACEND 2012 Accreditation Standards  
<SHSU Combined Master of Science in Dietetics and Dietetic Internship Program>**

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## Program Summary Information

**Directions:** The summary information on the following pages is used by the review team and the ACEND board for conducting your program's review. This information must be consistent with the detailed information in the self-study report, so be as accurate as possible. Please note that ACEND reserves the right to request additional information while conducting its review of the program.

<b>Program Name:</b>	SHSU Combined Masters and Dietetic Internship Program
<b>Sponsoring Organization:</b>	Sam Houston State University
<b>Sponsor's Accreditor or Recognition Body</b>	Southern Association of Colleges and Schools Commission

### Executive Summary of the Program

Briefly describe the program, its history, environment and its characteristics, including a description of the educational philosophy or primary methods used to teach the curriculum (problem based, blocks, lecture-discussion, etc.) and a summary of the program's strengths, challenges and weaknesses

The Sam Houston (SH) Combined Masters and Dietetic Internship (DI) Program is housed within the structures of Sam Houston State University (SHSU), a part of The Texas State University System. Sam Houston State University, located in Huntsville, Texas, serves one of the most diverse populations of any educational institution in the state. The institution was established as Sam Houston Normal Institute in 1879 and is one of the oldest institutions of higher education in the State of Texas. Sam Houston State University is a multicultural institution whose mission is "to provide excellence by continually improving quality education, scholarship and service to its students and to appropriate regional, state, national and international constituencies."

The baccalaureate degree in home economics was first awarded in 1919. A graduate degree in home economics was authorized in 1936. In 2001, the baccalaureate and graduate degree names were changed to Family and Consumer Sciences. In 2004, the Department of Family and Consumer Sciences became part of a new College: College of Humanities and Social Sciences (CHSS) whose mission is to provide an essential component to a liberal arts education: "understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions and behavior." The college hopes to accomplish this mission by promoting analytic, interpretative, interpersonal, and communication skills and will facilitate personal growth, competent professionalism and responsible citizenship.

The SH DI Program is offered through the Department of Family and Consumer Sciences, which has been involved in nutrition education since 1975. The Department of Family and Consumer Sciences is dedicated to meeting the needs of its students through periodic monitoring and improving each program area offered. Many of the graduate degrees offered in the department have been in the area of dietetics. The Department's curriculum aims to provide students with a holistic theoretical base with awareness of physiological, psychological, sociological and intellectual characteristics and human needs of the public they will serve. There is a continuous striving for the professional development of students through educational opportunities and wise use of faculty and university resources. The Sam Houston Combined Master of Science in Dietetics and Dietetic Internship program's mission, philosophy and goals are consistent with high ethical standards and goals of the University, College, the Department of Family and Consumer Sciences, and the Academy of Nutrition and Dietetics.

The SH DI Program has been providing East Texas and other states with Registered Dietitians for over 10 years. In addition to being eligible to sit for the RD exam, graduates receive a Master of Science degree in Dietetics at the culmination of the program. From 2009 through 2013, 43 interns have completed the program and 41 have gone on to become Registered Dietitians.

The self-study process has allowed for the assessment and review of program goals and student learning outcomes as well as gain quantitative and qualitative data from individuals affiliated with the program from 2009 to 2013. Program strengths include graduation of interns in a timely manner, improvement in the first time pass rate on the registration examination, a high employment rate in the field of dietetics within one year of graduation, and a high preceptor, employer, and graduate satisfaction with the program in its preparation of entry-level dietitians. The dietetic internship is combined with a Master's level degree is an additional strength.

A challenge for the DI program is the training of clinical preceptors due to high turnover in the area hospitals. Getting all Advisory Board members to meet every year is a challenge. Weaknesses, or areas for improvement, include the need for additional acute and long-term care facilities for clinical rotations to ensure interns receive a variety of experiences as well as gain adequate clinical skills necessary for an entry-level practitioner. Students' perception that they lack adequate medical nutrition therapy knowledge prior to clinical rotations is another finding. Another weakness is that many of the records relating to the program goals, objectives, and competencies such as survey results, grades, and projects from the previous DI Director are not available to the current DI Director. Finally, poor survey response rate, both student and employer based, is an area for improvement.

Based on these findings, the DI Director is seeking new facilities for clinical rotations. Graduate courses in Nutrition Assessment and Medical Nutrition Therapy are being discussed for inclusion in the master's curriculum. To address the issue with surveys, a brief on-line survey is being created. Getting all members of the Advisory Board to meet every year with incentives is being considered and/or conference calling. The current DI Director is meticulous in record keeping and has organized all available records and projects pertaining to the dietetic internship program. In the past 5 years, all interns met all learning outcomes (competencies).

In two or three sentences per bullet, summarize any changes in the areas below that have occurred in your program or sponsoring organization over the last 5 years and their impact on the program:

- Changes in Administrative Support: In 2013, the CHSS Dean stepped down and an interim Dean was selected. On June 1, 2014, a new Dean was appointed to the College of Humanities and Social Sciences. The Department of Family and Consumer Sciences will be moving to the College of Health Sciences on September 1, 2014 pending Board approval in August 2014.
- Changes in Financial Support: No changes.
- Curricular Changes: In 2013, the social statistics course (SOCI 5314) was changed to a 3 hour course from a 4 hour course which reduced the graduate program hours from 37 to 36. In 2014, the Seminar in FACS Research course (FACS 5330) was changed from an online course to a hybrid course and the Consumer and Food Technology course (FACS 5367) became an online course. The reduction in 1 credit hour reduced the total cost of the program for the students. FACS 5379 (Laboratory and Field Experience in Family and Consumer Sciences) is changing to FACS 5079 in fall 2014.
- Program Changes (e.g. new tracks, degrees, etc.): No changes.
- Changes in Learning Resources: The library launched Engine Orange, a powerful yet simple tool which allows student to perform just one search that finds books, articles, films, and much more from the library's catalog and selected databases. This simplifies the search process for students completing research projects.
- Faculty/Preceptor Changes: The previous DI Director left the program in December 2010 and the current DI Director assumed responsibility for the program in January 2011. The current program director is a registered and licensed dietitian with a Master of Science in Dietetics and 3 years of experience as a Clinical Dietitian in keeping with the university's policies and ACEND requirements. Preceptors at clinical, foodservice, and community sites have changed over the years as the previous preceptor leaves and a new preceptor assume their role or new preceptor sites are added to the program.
- Changes to Facilities: One acute care hospital, one out-patient clinic, and 4 WIC programs were added to the program. One long-term care facility, two Independent school districts, one university foodservice, one head start facility, one pediatric hospital, one early childhood intervention program, and one extension system program are no longer with the program. Additional new facilities to the program allow the program to continue to provide the cumulative experiences that meet the competencies for the general emphasis.
- Changes in Support Services: The Department of Health and Kinesiology no longer utilize the students for nutrition counseling and education of healthy individuals in the university's wellness program. The students are able to get their nutrition education skills and counseling during their rotations and classes.

Please write any other relevant comments (optional).



### **Summary of the Self-Study Process**

Explain how the self-study process took place, briefly describing who was involved (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.) and what they did.

The current director began working on the self-study process in 2011 by reviewing the program's PAR that was based on the 2008 Eligibility Requirements and Accreditation Standards (ERAS). The program director visited with preceptors and the previous program director regarding the current program mission, goals, and gathered feedback on the strengths and weaknesses of the program. In 2012, the 2012 ACEND accreditation standards for internship programs (IP) were released. During the summer 2012, the program director met with the department chair and didactic program director to plan for the implementation of the new standards. Feedback was also solicited from program graduates, current students, and preceptors. The DI program director and Graduate Director to plan the agenda for the 2014 Advisory Board meeting. At this meeting, the DI program director plans to share major self-study report findings with program constituents and prepare them for the site visit.

For the self-study, administrators supported program and curriculum changes and ensured affiliations were in keeping with university and facility standards. Instructors who participate in the training of the interns conducted individual evaluations and assigned overall grades at the end of the semester. Preceptors contributed by evaluating the students' practice skills including communication, presentation of accurate information to individuals or groups, interviewing patients, and program planning and intervention. Preceptors also provided valuable feedback to the director on student performance at every level including staff relief. Students contributed to the evaluation process through self-evaluations of personal goals met, facilities and preceptor evaluations, as well as feedback to the director at the end of each rotation and at the end of the program showing what aspects of the program were useful and which were not. Students also provided feedback for improvement of the program. Graduates provided feedback to the director on employment, professional membership and service, and evaluate the program on curriculum and satisfaction with resources and staff.

Employers provided information on our graduates' performance in relation to needs and in comparison with other dietitians. Feedback from employers was useful in describing trends and current practice to students. Other dietetic professionals mentor our students through local, state, and national associations. Students attended local, state, and national annual meetings for networking, research presentations and to be mentored by other practitioners. Other program directors in Texas and NDEP community provided guidance, training, and support to the program director and program. Faculty and staff from sociology, health, and kinesiology departments provided graduate training to the interns. Interns were evaluated for each class and satisfactory performance was indicated by a grade of B or better. This information was used to assess overall graduate competence of the intern. Faculty from other disciplines also aided in the planning process through curriculum changes and class offerings.

## **Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)**

**Mission:** Please state the formal mission of the program.

The mission of the SHSU Dietetic Internship (DI) Program is to provide excellent supervised practice experience and high quality graduate education that will impart to interns appropriate educational and professional competencies essential for entry-level dietetic practitioners. The professional practice experiences in dietetics coupled with the Master of Science degree in Dietetics with a recommended minor in Health/Fitness, Business, Psychology, Education, and/or Counseling enhance the professional caliber of the graduates in this program. This background enables graduates to enter the rapidly expanding field of dietetics with greater professionalism and educational knowledge and service.

**Program Goal 1:** Please state the first of the two required program-defined goals.

The Program will direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitian.

**Program Objectives for Goal 1:** Please list the program-defined objectives used to support Program Goal 1.

- Alumni will achieve over a 5-year period a pass rate of at least 80% on the RD exam.
- 90% of students will achieve a satisfactory rating for all competencies/learning outcomes.
- Over a 5-year period 70% of program graduates who sought employment in dietetics will be employed within 3 months of program completion.
- The mean rating of knowledge base that employers will give program graduates in their employ will meet or exceed the rating of satisfactory on surveys.
- Students will achieve a grade of 80% or better on the end of semester and Mock RD exam.
- Students will receive scores of satisfactory or better on effectiveness of performance on tasks by employers.
- In comparison to other dietitians our graduates will receive a rating of average or better from employers.

**Program Goal 2:** Please state the second of the two required program-defined goals.

Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.

**Program Objectives for Goal 2:** Please list the program-defined objectives used to support Program Goal 2.

- When surveyed 90% of students will indicate with satisfactory rating or better that the rotation sites provided adequate supervised experiences.
- 80% of students will rate preceptors on surveys as satisfactory or better for providing appropriate learning opportunities.
- Dietetic internship preceptors shall maintain a student-to preceptor ratio that is consistent with the agency's norm.
- On exit, 90% of graduates will indicate that rotation sites were adequate.
- 95% of students will indicate on surveys that all rotation tasks were useful.
- 90% of the graduating interns will indicate that their goals were met in the DI program.
- 85% of employers will indicate an overall desirability score of 3 or greater for graduates of the SH DI program.

- When surveyed, 90% of students will indicate with a rate of satisfactory or better with respect to monitoring, encouragement and support from faculty and preceptors.
- 85% of the students entering the DI program will complete it within 24 months.

**Other Program Goals and Objectives (Optional):** You may list other program goals and objectives for review by the team; however, this is not an ACEND requirement.

**Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)**

All programs must comprehensively determine factors influencing their pass rates and take steps to improve student performance using the findings.

- 1 Use the most recent CDR Registration Examination Five Year Summary Reports to complete the non-grey cells in the following table for the last five years or more. Then, select the entire table, and press the F9 key to automatically calculate the Pass Rate Percentages and column totals in grey.

List years sequentially from least recent to most recent (e.g., 2006, 2007...2010)	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try (if available)	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate (if available)
Optional: Previous Five Years 2004 <sup>1</sup> – 2008 <sup>5</sup>	33	23	24	69.7%	72.73%
Least Recent 2009 <sup>6</sup>	6	5	5	83.33%	83.33%
2010 <sup>7</sup>	8	5	7	62.5%	87.5%
2011 <sup>8</sup>	10	7	9	70%	90%
2012 <sup>9</sup>	10	10	10	100%	100%
Most Recent 2013 <sup>10</sup>	9	8	9	88.89%	100%
Current Five Years 2009 <sup>6</sup> - 2013 <sup>10</sup>	43	35	40	81.4%	93.02%

2. Describe the trend(s) in your program’s benchmarks over the last five years by placing an “X” in the appropriate boxes.

Annual Benchmarks	Constant	Declining	Increasing	Inconsistent	Missing Data
First Time Pass Rate				X	
One Year Pass Rate			X		

3. Identify factors from the areas listed below that influence your program’s pass rate, briefly summarizing the methods used to evaluate the effectiveness of those areas and the individuals carrying out the evaluation (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.).

**Program Curriculum:** Over the last three years, the FACS 5379 practicum course became focused on presenting students with case studies relevant to clinical and community practice and providing information on the latest issues in the dietetics profession to prepare students for their rotations and future role as dietitians. The trends course (FACS 5375) presents information on current trends and new ideas in dietetics which are evident in the RD exam. During the first semester, students are placed into community or FSM rotations. The dietetic interns come from a diverse DPD background and enter the program at different levels of nutrition knowledge. Most students do not seem prepared for clinical the first semester and the FACS 5379 practicum course is used to help improve the clinical skills of the students prior to their clinical rotation. Feedback is provided by students on the course survey given at the end of the semester and the exit survey taken at the end of the program. Program curriculum and feedback are reviewed by the program director, graduate director, and chair of the Family and Consumer Sciences department.

**Teaching & Learning Methods:** The program director works with graduate faculty to incorporate necessary knowledge and skills needed to prepare dietetic interns for rotations and the RD exam. A variety of methods are employed in the graduate dietetic courses to prepare students for the RD exam. Students complete case studies, evaluate journal articles, participate in mock-counseling scenarios, and work in teams to solve problems and complete research based assignments. These methods are assessed using assignment grades and course grades. A grade of B or better is considered satisfactory. Faculty of the courses assigns the grades.

**Faculty and Preceptors:** Graduate faculty works closely with the program director to review the course syllabus and the assignments that are given during the semester. Students work with their preceptors on the first day to go over the competencies they will be accomplishing during the rotation. Several preceptors will have a schedule for the students,

especially in the community rotations. Feedback from program alumni, interns, preceptors, and graduate faculty is used to guide the rotations and update the coursework.

**Academic Counseling:** A student is allowed no more than two C's before being dropped from the program. Graduate faculty will alert the program director if a student is not doing well before the semester is completed. The program director and graduate faculty work diligently to ensure students are successful. Course grades are reviewed at the end of each semester by the program director.

**Student Support Services:** Interns are very stressed in the program due to coursework and practicum demands. Counseling services are available to the students and the students are also encouraged to talk with preceptors, faculty, and program director if issues or problems occur.

**Educational Resources:** Students have access to the Nutrition Care Manual through the library, the Evidence Analysis Library through AND, and the program director has placed nutrition textbooks and resources in the student graduate office for use at any time by the graduate students. In addition, the University helps students purchase a review course for the RD exam the final semester in the program. At the end of each practicum semester, an exam is given covering the rotations the student completed. A Mock RD exam is also given during the last week of the program. Graduate faculty and program director work on these exams to make sure the material is up to date and similar to what is seen on the RD exam.

**Program Assessment Process:** A program assessment plan (PAP) and student learning outcome (SLO) plan for ongoing assessments was used to structure the program. The program director continually obtains feedback from preceptors, students, faculty, and employers and makes necessary changes as feedback is provided.

4. Describe any processes used for screening students who are applying to your program to assure that they have the knowledge, skills and values to successfully complete it and how you know whether they are effective. (e.g., GPA, GRE Scores, essays, interviews, letters of recommendation, work experience, etc.)

A selection committee, formed by the program director, is utilized to review potential students that apply to our program. The committee consists of at least three individuals including the program director, Graduate Director and one faculty members from the Department of Family and Consumer Sciences. Students must meet admission requirements set forth by Graduate Admissions. Graduate admission criteria is 3.0 GPA or greater. GRE score is dependent on GPA score such that a higher GPA would require a lower GRE score. The program director has set a preferred GRE score of 295 or greater (1000 or greater for the old test scores) based on past student exam success. The GRE score seems to be the strongest predictor of success as evidenced by a 95% (21/22) first time pass rate for students with a GRE score of 1000 or greater. In comparison, 78% (14/18) of students with a GRE score of 800 to 999 passed the RD exam the first time while 0% (0/4) of students with a GRE score less than 800 passed the RD exam the first time. If the student meets the GPA and GRE requirements, recommendation letters, personal essay, work experience, volunteer experience, and honor and awards are then used to further screen and ultimately rank applicants.

5. Summarize the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning. (e.g. performance on assignments, evaluation by preceptors, etc.)

Students are evaluated throughout their rotations and at the end of the rotation by preceptors and faculty. If any single rotation is completed unsatisfactorily, the intern has the opportunity to repeat the rotation. The program director and intern will meet to discuss the program difficulties during the rotation and make arrangements to complete an equivalent rotation at a different facility.

6. Describe how students are advised when they are not meeting program expectations or options offered as a last resort.

Students are advised if they perform unsatisfactorily during the repeat rotation they may be subject to dismissal, pending review of the poor performance and the student's inability to complete the remedial action. The program director and/or graduate advisor will advise students depending on the issue.

7. Describe your plans for improving your program's first-time pass rate or maintaining it if it is at 100%.

The GRE preferred score of 295 will remain as criteria to accept interns. The program director will continue to require interns to complete a RD review course prior to graduating. The first semester FACS 5379 course will continue to focus on knowledge and skills required by an entry-level dietitian.

**Required Program Timeframes (Standards 1, 6 and 12)**

Please provide the information requested in the section below. Spreadsheets are available to assist you in performing the calculations. If your program has multiple pathways (e.g. distance, graduate, ISPP) with different timeframes, submit a separate sheet for each pathway.

**Program Pathway Name:** Combined Masters and Dietetic Internship

Calculate the maximum program completion time in weeks or years 1.33 years x 1.5 = 2 years  
Normal Program Length Max. Program Completion

**Directions:** Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

Rotations Area	Hours in U.S. Rotations		Hours in Foreign Rotations	
	Minimum	(Maximum)	Minimum	(Maximum)
Clinical	336	0	0	0
Foodservice Management	240		0	
Community	336		0	
Research	288		0	
	0		0	
	0		0	
	0		0	
	0		0	
	0		0	
	0		0	
<b>Total Supervised Practice Hours (F9)</b>	1200	0	0	0

**Sum of Minimum U.S. & Foreign Hours** 1200  
Min. U.S. + Min. Foreign Hrs

**Sum of Maximum U.S. & Foreign Hours if a range is allowed**   
Max. U.S. + Max. Foreign Hrs

## Rubric to Evaluate the Overall Organization and Clarity of the Self-Study Report

Please place an 'X' in the appropriate row and column to evaluate your program's completed self-study report.

	Exemplary	Meets Expectations	Needs Improvement
<b>Participation in the Self-Study Process</b>	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners, and employers.  <div style="text-align: right;">Exemplary <input type="checkbox"/></div>	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators.  <div style="text-align: right;">Meets Expectations <input checked="" type="checkbox"/></div>	The self-study report was written by a small number of individuals who did not seek broad input from students, faculty, preceptors, staff, and administrators.  <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Knowledge of the Self-Study Report</b>	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies.  <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	Students, faculty, preceptors, and staff are aware of the report and its contents.  <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program.  <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Completeness and Transparency of the Self-Study Report</b>	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings.  <div style="text-align: right;">Exemplary <input type="checkbox"/></div>	All narratives and supporting documentation are present. The content is organized and logical.  <div style="text-align: right;">Meets Expectations <input checked="" type="checkbox"/></div>	Information is missing or written in an uninformative or disorganized manner.  <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Relevance of Supporting Documentation</b>	Supporting documentation of activities is informative and used judiciously.  <div style="text-align: right;">Exemplary <input type="checkbox"/></div>	Supporting documentation is present when needed.  <div style="text-align: right;">Meets Expectations <input checked="" type="checkbox"/></div>	Additional documentation is missing, irrelevant, redundant, or uninformative.  <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Evidence of Continuous-Quality Improvement</b>	The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards.  <div style="text-align: right;">Exemplary <input type="checkbox"/></div>	The program proactively presents plans to address areas where the program is in need of improvement.  <div style="text-align: right;">Meets Expectations <input checked="" type="checkbox"/></div>	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program.  <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
<b>Organization of the Self-Study Report</b>	All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections have labeled or tabbed dividers.  <div style="text-align: right;">Exemplary <input checked="" type="checkbox"/></div>	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty.  <div style="text-align: right;">Meets Expectations <input type="checkbox"/></div>	Information appears to be missing or is difficult to find. Sections are not well labeled.  <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>

### Provide additional comments on the Self-Study Report to assist in quality improvement:

The DI Director greatly appreciates the Self-Study Report Template, Matrices, and ACEND Accreditation Standards for Internship Program in Nutrition and Dietetics (IP Standards 2012) provided.

### Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs

After you have finished writing your self-study report, copy the evaluations at the end of the discussion of each standard to complete this summary table. (Place an X in the appropriate row and column.)

Accreditation Standards for U.S. Programs	Meets		Partially Meets	Does Not Meet	Not Applicable
	1	2			
<b>Eligibility for ACEND Accreditation</b>					
1. Program Characteristics and Finances	X				
2. Title IV Compliance for Free-Standing Programs					X
3. Consortia					X
<b>Program Planning and Outcomes Assessment</b>					
4. Program Mission	X				
5. Program Goals		X			
6. Program Objectives		X			
7. Program Assessment		X			
8. On-going Program Improvement			X		
<b>Curriculum &amp; Student Learning Objectives</b>					
9. Program Concentrations		X			
10. Curricular Mapping	X				
11. Learning Activities		X			
12. Curriculum Length	X				
13. Learning Assessment	X				
14. On-going Curricular Improvement		X			
<b>Program Staff and Resources</b>					
15. Responsibilities of the Program Director			X		
16. Faculty and Preceptors	X				
17. Continuing Professional Development	X				
18. Program Resources		X			
19. Supervised-Practice Facilities	X				
<b>Students</b>					
20. Student Progression and Professionalism		X			
21. Student Complaints	X				
22. Information to Prospective Students and the Public		X			
23. Policies and Procedures	X				

**KEY Meets** 1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets** Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet** Plans to address compliance problems are not viable or have not been developed.



## Program Eligibility for ACEND Accreditation

### Standard 1: Program Characteristics & Finances

All programs applying for accreditation by ACEND must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, the awarding of degrees or certificates, program length, and program management.

#### Guideline 1.1

The program must be housed in a college or university, health care facility, federal or state agency, business or corporation.

- Colleges and universities must be located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.
- Hospitals must be accredited by The Joint Commission, Det Norske Veritas (DNV) or Healthcare Facilities Accreditation Program (HFAP).
- Facilities for individuals with developmental disabilities must be accredited by the Council on Quality and Leadership in Support for People with Disabilities or by The Joint Commission, DNV or HFAP.
- Other health-care-related facilities must be licensed by an agency of the state in which it is located or accredited by The Joint Commission, DNV or HFAP.
- Business entities or publicly- or privately-held corporations without oversight by one of the regulatory bodies listed above must meet all the requirements below:
  - a. be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years,
  - b. be in compliance with all local, state, and federal laws and regulations, and
  - c. provide an annual financial statement audited by a licensed public accountant that indicates no irregularities and a positive net worth.

#### Guideline 1.2

The program must be integrated within the administrative structure of the sponsoring organization, as evidenced by an organization chart showing the relationship of the program to other programs/services.

#### Guideline 1.3

The program must have a budget to support itself.<sup>1</sup>

#### Guideline 1.4

The internship must be a postbaccalaureate program that admits only individuals who have completed Didactic Program in Dietetics requirements and at least a bachelor's degree.

#### Guideline 1.5

The internship must schedule supervised practice experiences full-time, part-time, or both, to be completed generally within a two-year period.

#### Guideline 1.6

The program must provide at least 1200 hours of supervised practice experiences, at least 900 of which must be conducted in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands) or military bases to meet the competencies for entry-level practice as a registered dietitian.

#### Guideline 1.7

The program must have a designated director who

- a. has earned at least a master's degree,
- b. is credentialed as a registered dietitian by the Commission on Dietetic Registration,

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<sup>1</sup> The U.S. Department of Education requires that ACEND review a program-specific budget. A line-item budget that documents specific revenues and expenses for the program is preferred; however, if the program's budget is integrated into a departmental budget, the program may provide the dollar amount of the departmental budget, the percent of the departmental budget allocated to the program, and a narrative explaining revenue sources and expenses used by the program.

- c. has a minimum of three years professional experience post credentialing,
- d. is a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution and
- e. does not direct another ACEND-accredited dietetics education program.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (1.1-1.7) for *Program Characteristics & Finances*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

Guideline 1.1

The program is part of Sam Houston State University located in Huntsville, Texas. Sam Houston State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404) 679-4500) to award bachelors, masters, and doctoral degrees. Any individual interested in reviewing the official document listing the accreditation, approval or licensing of Sam Houston State University, will have access to such material in the Reference Department of the Newton Gresham Library.

Guideline 1.2

Organizational charts of the university, the college, and the department (Appendix A) indicate that the Sam Houston State University Dietetic Internship Program is housed in the Department of Family and Consumer Sciences which is in the College of Humanities and Social Sciences at Sam Houston State University.

Guideline 1.3

Budgetary needs for the program are determined annually, taking into consideration the anticipated revenue for the fiscal year.

Department of Family and Consumer Sciences Funding

Faculty and Staff. Salaries and Benefits	\$492,786
Operation and Maintenance (Supplies, Travel, Fees, etc.)	\$51,670
<b>Total</b>	<b>\$544,456</b>

The Department of Family and Consumer Sciences provides the budget for the salary of the graduate faculty that teaches the FACS graduate courses in the program and for the DI program director. The total funds expended for faculty and staff for the Department of Family and Consumer Sciences for the 2013-2014 fiscal year (FY2014) totals \$492,786. Of this amount, \$97,496 is used to provide instructional and administrative support for the Combined MS in Dietetics and Dietetic Internship, a graduate program housed within the department. This accounts for 19.8% of the total budget for the department.

The total Operation and Maintenance (O&M) budget for the department for FY2014 is \$51,670.00. Expenses that were accrued on behalf of the program along with office supplies, teaching materials, site visit fee, annual fee to ACEND, and other miscellaneous expenses amounted to \$16,590.00. This proportionately amounts to 32.12% of the department's O&M. This is a higher-than-normal proportion due to the fact that the department paid \$3,000 of the site visit fee out of its own funds. The college (College of Humanities and Social Sciences) funded the other half of the site visit fee. With the site visit fee factored out, only 25% of the department's O&M budget would have been expended on behalf of the DI Program, a more normal percentage. The department is the administrative home to seven programs, two at the graduate level and five

at the undergraduate level, so the current level of funding, without the cost of the site fee factored in, exceeds 1/7 of the total funding for the department.

The budget provided for use by the DI Director is set at \$3,000.00 per year for the Dietetic Internship Program and depends on the number of interns in the program. A \$100.00 fee is part of the FACS 5379 internship practicum course and collected from the students during the fall and spring semesters (three times, 1 for each long semester). Two cohorts overlap in the fall semester for a maximum of 20 students (\$2,000) and after one cohort graduates in December, the one remaining cohort in the spring can have a maximum of 10 students (\$1,000). Other support comes from the Department of Family and Consumer Sciences O&M Budget.

In addition to the revenue source above, potential students for the DI program pay a \$30 internship application fee when applying to the program. The money collected is rolled over into the auxiliary account for the Sam Houston State University Dietetic Internship Program. This amount is dependent on the number of students that apply to the program. Approximately 40 students apply to the program annually for a total of \$1,200.00.

These revenue sources are adequate to accomplish program goals and expected outcomes. Major program expenses include providing \$200 to each student towards an RD review course, orientation materials and refreshments for new students, professional liability insurance premiums, recruitment materials including printing and postage, recruitment booths at AND FNCE and/or Texas Academy of Nutrition and Dietetics Association meetings, and resource materials (e.g., texts). Program revenue also covers travel to supervised practice sites.

#### Guideline 1.4

Potential applicants to the DI Program participate in the spring D&D computer match and must submit an application through the Dietetic Internship Centralized Application Service (DICAS). Applicants must have a declaration of intent to complete an accredited DPD program or already have a Verification Statement. Prior to starting the program, each student must submit an original Verification Statement from an accredited Didactic Program in Dietetics to the program director. This form is kept in the student's permanent program file in the program director's office. After being matched to the DI program, students must be admitted into Sam Houston State University's graduate school. Students must submit an official transcript from the baccalaureate granting institution showing the award of a bachelor's degree or higher as a requirement for entrance into the Master's program. This record is kept in the student's graduate file in the Graduate Director's office.

#### Guideline 1.5

The Sam Houston State University's dietetic internship program is combined with a Master of Science in Dietetics degree (Appendix B). This full-time program is completed in 16 months and requires completion of 36 hours. Students take 9 hours per semester for 4 semesters: fall, spring, summer, and second fall. Students must complete a minor as part of their graduate degree. The minor requires 12 hours and the majority of students minor in health. Health offers on-line and face-to-face classes every semester and during the summer. The online option is appealing to students as they don't have to travel as often to campus during the week. The core courses are either online or face-to-face. The online courses offered are Seminar in FACS Research (FACS 5330), Social Statistics (SOC 5314), and most recently The Consumer and Food Technology (FACS 5367).

Students complete the supervised practice experiences over the course of three semesters (fall, spring, and second fall) as part of the FACS 5379 course. Students receive 3 hours of graduate credit per FACS 5379 class for a total of 9 hours towards the graduate degree. Students spend a minimum of 21 hours per week at the rotation sites during the first fall, spring, and second fall semester totaling 16 months from beginning to end. If students need to make-up a rotation, the rotation is completed during the summer or graduation is postponed until May so students can complete the rotation during the spring semester.

The FACS 5379 class meets for 3 hours every evening during the semester. The DI program director works with the instructor of this course (DPD program director) to address several competencies through the use of lecture, discussion, articles, activities, and student presentation of case studies or projects. When the previous DI program director taught this course (before the current DI director), the class also served as a support system for students and an opportunity for the DI program director to address intern concerns, answer questions, and gather qualitative assessment data on student perceptions of preceptors, facilities, and overall program effectiveness. To continue this support system, the current DI program director meets with the students every two weeks for one hour before the FACS 5379 class.

Guideline 1.6

The DI program provides a minimum of 1200 hours of supervised practice experiences in four major rotations including: Clinical (400 hours), Food Service Management (300 hours), Community Nutrition (300 hours), and Research (200 hours). Due to a shortage of clinical preceptors, feedback from students and faculty, and increased focus on the community research & wellness concentration, the 2014 cohort 1200 hours of supervised practice experience will be adjusted to: Clinical (336 hours), Food Service Management (240 hours), Community Nutrition (336 hours), and Research (288 hours). Supervised practice follows the Academic Calendar as set forth by the University. The components of the DI program are provided in the DI Student Handbook (Appendix C).

Clinical rotations are completed in 14 weeks, Community Nutrition rotation in 14 weeks, and Food Service Management in 10 weeks. The research rotation is completed over the spring and summer semester as part of the Seminar in FACS Research (FACS 5330) course. The interns complete the core and Community Research and Wellness concentration competencies by the first week in December of their second fall semester. This coincides with the end of the Master of Science in Dietetics program. The dietetic interns routinely exceed the minimum hours. The practicum hours ranged from 1299 to 1463 hours for the 2010-2011 cohort and from 1210 to 1290 hours for the 2011-2012 cohort.

Guideline 1.7

The DI program director, Heather Frazier, earned her MS in Dietetics from Sam Houston State University in 2006. She passed the RD exam in 2007 (Registration #0966370) and is Licensed in the State of Texas (License #DT81029). Ms. Frazier has 3 years and 8 months experience as a Clinical Dietitian and 3 years of professional experience in higher education, 7 years since passing the RD exam. She was hired full-time as the DI program director in January 2011 at Sam Houston State University and became a Clinical Assistant Professor/DI Director at Sam Houston State University in August 2011 (Appendix D). Ms. Frazier is currently completing her PhD in Health Promotion and Wellness from Rocky Mountain University of Health Professions.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Characteristics & Finances* (check only one):

**Meets**

X

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

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Plans to address compliance problems are not viable or have not been developed.

## Program Eligibility for ACEND Accreditation

### Standard 2: Title IV Compliance for Free-Standing Programs

A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid that is not included in the Title IV (student aid) eligibility of a sponsoring college or university must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program's default rate exceeds the federal threshold, the program must provide a default reduction plan, as specified by USDE.

#### Guideline 2.1

Standard 2 and its guidelines are not applicable to programs housed in a U.S. college or university and accredited in good standing by a U.S. regional institutional accrediting body for higher education; therefore college- or university-based and international programs are not required to demonstrate compliance with Standard 2.

#### Guideline 2.2

The program's default rate exceeds the federal threshold if it is 25 percent over a three-year period or 40% in one year.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (2.1-2.2) for *Title IV Compliance for Free-Standing Programs*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

Not applicable to our program.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Title IV Compliance for Free-Standing Programs* (check only one):

#### Meets

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

## Program Eligibility for ACEND Accreditation

### Standard 3: Consortia

A program consortium is two or more independent institutions or organizations combining to sponsor a program. In addition to the eligibility criteria stated above, a program consortium must meet the following criteria:

#### Guideline 3.1

The consortium must consider itself a single education program.

#### Guideline 3.2

A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.

#### Guideline 3.3

One individual must serve as Consortium Program Director and have primary responsibility for the program and communications with ACEND.

#### Guideline 3.4

Each member organization in the consortium must designate a Coordinator for the program within that organization who is employed by the organization.

#### Guideline 3.5

The organization chart must clearly show the relationship of each member of the consortium to the total program and the relationship of each Coordinator to the Consortium Program Director.

- a. Membership of committees must reflect representation of each member institution or organization.
- b. Coordinators must share responsibility for planning and assessment with the Consortium Program Director.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (3.1-3.5) for *Consortia*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

Not applicable to our program.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Consortia* (check only one):

#### **Meets**

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### **Partially Meets**

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### **Does Not Meet**

Plans to address compliance problems are not viable or have not been developed.

## Program Planning and Outcomes Assessment

### Standard 4: Program Mission

The program must have a mission that distinguishes it from every other program in the organization, must be compatible with the mission statement or philosophy of the sponsoring organization and must be consistent with the preparation of entry-level registered dietitians.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Mission*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### Sam Houston State University Mission:

Sam Houston State University is an inclusive institution whose mission is to provide high quality education, scholarship, and service to students and to regional, state, national, and international constituencies. The University Mission can be found at <http://www.shsu.edu/graduate-catalog/2013-2015/institutional-mission-statement.html>.

#### College of Humanities and Social Sciences Mission:

The College of Humanities and Social Sciences provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, research and communication skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionals, and responsible citizens. The College of Humanities and Social Sciences Mission can be found at: <http://www.shsu.edu/graduate-catalog/2013-2015/college-of-humanities-and-social-sciences.html>.

#### Department of Family and Consumer Sciences Mission:

The Department of Family and Consumer Sciences is dedicated to providing students with intellectual and professional skills relating to family and individual needs. The curriculum aims to provide students with the breadth and depth of competencies needed within the various professional fields associated with the department as they enter a global marketplace. The Department of Family and Consumer Sciences Mission can be found at: <http://www.shsu.edu/graduate-catalog/2013-2015/family-and-consumer-sciences/index.html>.

#### MS in Dietetics and Dietetic Internship Mission:

The mission of the SHSU Dietetic Internship (DI) Program is to provide excellent supervised practice experience and high quality graduate education that will impart to interns appropriate educational and professional competencies essential for entry-level dietetic practitioners. The professional practice experiences in dietetics coupled with the Master of Science degree in Dietetics with a recommended minor in Health/Fitness, Business, Psychology, Education, and/or Counseling enhance the professional caliber of the graduates in this program. This background enables graduates to enter the rapidly expanding field of dietetics with greater professionalism and educational knowledge and service.

#### Analysis of the Congruency of Mission Statements

The Sam Houston State University Dietetic Internship (DI) Program mission statement reflects the environment of both Sam Houston State University and the Department of Family and Consumer Sciences at Sam Houston State University and is compatible with the mission statements of both Sam Houston State University and the Department of Family and Consumer Sciences as well as the Standards of Practice of the Academy of Nutrition and Dietetics. The motto of Sam Houston State University is “the measure of a life is its service” and the Sam Houston State University Dietetic Internship Program is

dedicated to helping serve the Huntsville and greater Houston area communities. The university's mission statement includes the educational activities that are exemplified through teaching, research, and public service. Planning and evaluation for these activities in the Department of Family and Consumer Sciences has been systematic, broad-based, interrelated and appropriate to the mission and goals of Sam Houston State University. The results of the planning, implementation and evaluation process have been used for improvement of educational programs in the department.

The Department of Family and Consumer Sciences curriculum for dietetics students aims to provide a holistic theoretical base with awareness of physiological, psychological, sociological and intellectual characteristics of the public the students will serve. There is a continuous striving for the professional development of students through educational opportunities and wise use of faculty and university resources. Even though the primary mission of the department is to maintain quality instruction, faculty will continue to be actively engaged in professional growth, research activities, and public service.

The program is guided by knowledgeable preceptors and faculty. In the Huntsville and surrounding areas, there is a high demand for Registered Dietitians (RD) as evidenced by existing available positions. Students successfully completing the Sam Houston State University Dietetic Internship Program may be available for these positions. Very often, when a position becomes available, the program director is notified of the opening by the hiring entity encouraging our students to apply. A program strength is dietitian positions in the area are passed from one Sam Houston graduate to another.

### **Analysis of the Consistency of the Program's Mission with the Academic Preparation of Registered Dietitians**

#### **Standards of Professional Performance (SOPP) 1: Provision of Services: Registered dietitians (RDs) provide quality service based on customer expectations and needs.**

Providing the knowledge and skills necessary for students to function as entry-level dietitians after graduation is specifically mentioned in the mission statement. The program's mission provides an opportunity for students to become Registered Dietitians while obtaining a Master's degree.

#### **SOPP Standard 2: Application of Research: RDs apply, participate in, or generate research to enhance practice.**

Research is the cornerstone of the master's program which students complete in conjunction with the dietetic internship. Graduates of the program have completed graduate coursework in research methods and social statistics with a strong background in evidence-based practice. Many students work with graduate faculty in partnerships to present and/or publish research from their graduate classes.

#### **SOPP Standard 3: Communication and Application of Knowledge: RDs effectively apply knowledge and communicate with others.**

The program mission statement addresses the application of knowledge gained through didactic and supervised practice experience. Competencies aligned with the Community Research & Wellness concentration ensure the students will implement their own research using evidence-based recommendations. The research project will be compiled into a mock manuscript for publication in a discipline-related journal to communicate the knowledge to others or at a professional presentation.

#### **SOPP Standard 4: Utilization and Management of Resources: RDs use resources effectively and efficiently.**

The program emphasizes mindful management of time, money, and natural resources required to complete the Community Research & Wellness Concentration research project. Students also learn to manage their time and money by completing the graduate courses simultaneously with the supervised practice experiences.

#### **SOPP Standard 5: Quality in Practice: RDs systematically evaluate the quality of services and improve practice based on evaluation results.**

On-going program assessment ensures that a high quality graduate education is provided to the students. Appropriate educational and professional competencies are assigned and evaluated throughout the supervise practice rotations using a variety of education tools such as Final Rotation Evaluations and rubrics to assess counseling, teaching, projects, clinical documentation, and case study/food design and layout presentation skills. In addition, program graduates and employers are surveyed. Qualitative data is also obtained by frequent e-mail and face-to-face exchanges. The annual Advisory Board meeting



provides a formal setting to address program strengths and weaknesses in order to ensure that the program is imparting appropriate educational and professional competencies essential for entry-level dietetic practitioners. A major strength of the program is the relationship between the DPD and MS programs in the Department. High quality graduate education is ensured with frequent communication and coordination with the DPD Director and Department Chair.

**SOPP Standard 6: Competency and Accountability: RDs engage in lifelong learning.**

Students must complete all core and Community Research & Wellness concentration competencies at the “satisfactory” level, through supervised practice and didactic learning experiences in order to receive their Verification Statement which allows them to sit for the RD exam. Rubrics are used to assess proficiency as well as final evaluations by the preceptor. The DI program director ensures all students complete all competencies. In addition, students complete staff relief during their final two weeks at clinical and food service management rotations to make sure they have the appropriate knowledge and skills essential for entry-level dietetic practitioners. The program’s mission to enable graduates with greater educational knowledge and service provides the skills for students to continue learning throughout their lifetime. Lifelong learning is necessary as the field of dietetics is rapidly expanding. Therefore, graduates must remain current in the dietetics field to remain competent dietetics practitioners and to meet the CDR registration requirement of accruing a minimum of 75 units of continuing professional education every five years to maintain the RD credential.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Mission, Goals, and Objectives.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Mission* (check only one):

**Meets**

X

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Program Planning and Outcomes Assessment

### Standard 5: Program Goals

The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors and graduates.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Goals*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### DI Goals:

1. Direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitian.
2. Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.

#### Goal Definition and Alignment with Program Mission

Preceptors, department faculty, current interns, and program graduates provided feedback on the development of program goals. At the spring 2012 Advisory Board meeting the DI Director introduced the 2012 ACEND accreditation standards and the program plan for their implementation. Feedback was provided on the program goals approved in the initial accreditation self-study report and the recommendation was no modifications were necessary. The measurable goals for the program were still reflective of the mission and philosophy statements of the Sam Houston State University Dietetic Internship Program, the Department of Family and Consumer Sciences, and Sam Houston State University as well as in keeping with the Standards of Practice of the Academy of Nutrition and Dietetics. Measurable goals were designed to measure student preparation as professionals in the field of dietetics. DI Program Goal 1 addresses the mission by specifying students will meet the requirements to become an entry-level dietitian. DI Program Goal 2 addresses the didactic and supervised practice requirements to become a registered dietitian. Goal 1 is measured by the student passage rate as cited in the Report for the Registration Examination for Dietitians of the Academy of Nutrition and Dietetics. DI Program Goal 2 is measured as students complete the required coursework. On-going program assessment of outcomes related to the program's goals will allow the program to determine if the program mission is being carried out successfully.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Goals* (check only one):

#### Meets

<input type="checkbox"/>
<input checked="" type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### Does Not Meet

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.

## Program Planning and Outcomes Assessment

### Standard 6: Program Objectives

The program must establish program objectives with appropriate measures to assess achievement of each of the program's goals. Measures for each objective must be aligned to one or more of the program goals. ACEND-required objectives such as for program completion, graduate employment and other measures of graduate and program performance must be appropriate to assess the full intent of the program mission and goals, and to demonstrate that programs are operating in the interest of students and the public.

#### Guideline 6.1

National Pass Rate: The program must demonstrate that it is selecting and preparing students appropriately for practice, as measured by performance on national, standardized examinations such as the RD registration exam:

- If the program's first time pass rate<sup>1</sup> is 80% or above, it meets ACEND requirements with no further monitoring;
- If the program's first time pass rate is 79% or below and the one year pass rate<sup>2</sup> is 80% or above<sup>3</sup>, it meets ACEND requirements with monitoring;
- If the program's one year pass rate is 51 – 79% the program must make improvements within the timeframe specified by the U.S. Department of Education or face possible probation and withdrawal of accreditation; or
- If the program's one year pass rate is below 50%, steps will be taken to withdraw accreditation.

First-Time Pass Rate	One-Year Pass Rate	Accreditation Action
90% or above		Meets ACEND requirements with commendation
80% or above		Meets ACEND requirements
79% or below	80% or above	Monitor program stability
	79 – 51%	Improvement must be made within federally-designated timeframe or face withdrawal of accreditation
	50% or below	Initiate withdrawal of accreditation

#### Guideline 6.2

Program Completion: The program must develop an objective that states the percent of program interns who are expected to complete program/degree requirements within 150% of the program length.

#### Guideline 6.3

Graduate Employment: The program must develop an objective that states the percent of program graduates who are expected to be employed in dietetics or related fields within 12 months of graduation.

#### Guideline 6.4

Other Measures: The program must develop one or more objectives to measure other graduate and program performance outcomes such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership and so on.

#### Guideline 6.5

Outcome data measuring achievement of program objectives must be provided for ACEND reviews and must be available to interns, prospective interns, and the public upon request.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (6.1-6.5) for *Program Objectives*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,

<sup>1</sup> The first time pass rate on the registration exam is calculated by dividing the number of candidates who pass the exam on the first attempt, by all candidates taking the exam for the first time over a five-year period.

<sup>2</sup> The one-year pass rate on the registration exam is the sum of the number of candidates who passed the exam within one year of their first attempt, aggregated over a five year period and divided by the sum of all individuals who took the exam within that same period.

<sup>3</sup> An 80%, one-year pass rate will be used until national benchmarks are established.

- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

**Goal 1** - Direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitian.

### **Objectives and Target Measures**

#### National Pass Rate:

1. Alumni will achieve over a 5-year period a first-time pass rate of at least 80% on the RD exam.

#### Student Knowledge:

2. 90% of the students will achieve a satisfactory rating for all competencies/learning outcomes.
5. Students will achieve a grade of 80% or better on end of semester and Mock RD exam.

#### Graduate Employment:

3. Over a 5-year period 70% of program graduates who sought employment in dietetics will be employed within 12 months of program completion.

#### Employer Satisfaction:

4. The mean rating of knowledge base that employers will give program graduates in their employ will meet or exceed the rating of satisfactory on surveys.
6. Students will receive a satisfactory or better score on effectiveness of performance of task by employers.
7. In comparison to other dietitians our graduates will receive a rating of average or better from employers.

**Goal 2** - Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.

### **Objectives and Target Measures**

#### Graduate Satisfaction:

1. When surveyed 90% of students will indicate with satisfactory rating or better that the rotation sites provided adequate supervised experiences.
2. 80% of students will rate preceptors on surveys as satisfactory or better for providing appropriate learning opportunities.
4. On exit, 90% of graduates will indicate that rotation sites were adequate.
5. 95% of students will indicate on surveys that all rotation tasks were useful.
6. 90% of the graduating interns will indicate that their goals were met in the DI program.
8. When surveyed, 90% of students will indicate with a rate of satisfactory or better with respect to monitoring, encouragement and support from faculty and preceptors.

Student-to-Preceptor Ratio:

3. Dietetic internship preceptors shall maintain a student-to-preceptor ratio that is consistent with the agency's norm.

Employer Satisfaction:

7. 85% of employers will indicate an overall desirability score of 3 or greater for graduates of the SH DI program.

Completion Rate:

9. 85% of the students entering the DI program will complete it within 24 months.

**Process used to Define Program Objectives and Target Measures**

Based upon historical data, the previous DI director recommended the completion rate, pass rate, and graduate employment rate, and other objectives and target measures. Preceptors, current interns, and program graduates concurred with the recommendations through Advisory Board meetings and personal communication. Given the program mission of providing excellent supervised practice experience and high quality graduate education that will impart to interns appropriate education and professional competencies essential for entry-level dietetic practitioners, program objectives were developed and will be measured by graduate and employer satisfaction, student knowledge, student-to-preceptor ratio, and employment rate.

Assessment tools such as the alumni and graduate exit surveys were revised with input from Advisory Board members in order to ensure measurement of the program objectives and target measures associated with Goals 1 and 2. The surveys were modified using the surveys on file from the initial self-study to better reflect the outcome measures provided from the last PAR and the 2012 IP standards. However, survey response is not consistent. Use of an on-line survey instrument is expected to enhance return rate of surveys and simplify data analysis. This will allow for more efficient distribution and collection of surveys and address a program weakness.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Objectives* (check only one):

**Meets**

<input type="checkbox"/>
<input checked="" type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.

## Program Planning and Outcomes Assessment

**Note on Expectations for Demonstrating Compliance with Standard 7 -- Program Assessment:** ACEND's accreditation process typically involves two types of reports, Self-Study Reports (SSRs) and Program Assessment Reports (PARs). The relationship between the two types of reports may have been unclear in the past, resulting in some programs having difficulty in providing information that met the expectations of ACEND reviewers.

At the most fundamental level, the Self-Study Report is designed to provide answers to two questions: First, how well is the program meeting the accreditation standards, and second what kinds of outcomes is the program actually producing that demonstrate that it is effective? In contrast, the PAR is primarily focused on the kinds of outcomes that the program actually produces to demonstrate that it is effective. Both the SSR and the PAR processes must include both a narrative that describes and explains the outcomes data resulting from your program's assessment process, along with a summarized version of information about objectives and outcomes that gives a five-year overview of the program's expectations and progress.

Please note that when you address Standard 8 later in your report, you should use the results of your assessment process to document your program's strengths and areas for improvement which, in turn justify your action plans and short- and long-term strategies for program improvement and maintenance.

### Standard 7: Program Assessment

The program must have a written plan for on-going assessment of the achievement of its mission, goals and objectives.

#### Guideline 7.1

The written assessment plan must include the following components

- a. Each program goal and the objectives that will be used to assess achievement of the goal
- b. Qualitative and/or quantitative data needed to determine if objectives have been achieved
- c. Groups from which data will be obtained; internal stakeholders (such as interns, graduates, administrators, faculty, preceptors) and external/those not involved with the program (such as employers, practitioners, dietetics education program directors, faculty from other disciplines; must be represented
- d. Assessment methods that will be used to collect the data
- e. Individuals responsible for ensuring that data are collected
- f. Timeline for collecting the necessary data

#### Guideline 7.2

The program must continually assess itself and provide evidence of the following:

- a. That data on actual program outcomes for each pathway or option are collected, summarized and analyzed by comparing actual outcomes with objectives according to the timeline in the assessment plan.
- b. That data analysis is used to assess the extent to which goals and objectives are being achieved.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (7.1-7.2) for *Program Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

- In your narrative, indicate who is involved and describe the process used to develop the assessment plan for the program.
- In your narrative, explain how the assessment process has been implemented over the past five years, including how, when and which groups were contacted for feedback or data.
- Do the following steps for each goal and report the results in your narrative:
  1. Discuss how the objectives (expected outcomes) for the goal compare with the actual outcomes, and describe all relevant findings. For programs with different degrees, tracks, options, distance education pathways, etc., be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.
  2. Based on your program assessment data, state if your program is meeting the goal, and if "no", please explain why.

## **Assessment Process**

Former DI program director, Dr. Claudia Sealey-Potts, developed the DI program assessment plan, which was inherited by the current DI director in 2011. The program goals and objectives have remained the same as they were found to be in compliance with the 2012 IP standards by Advisory Board members.

In the past 5 years, intern feedback was obtained about program strengths and weaknesses at the end of every supervised rotation experience, during the exit interviews, and after program completion (3 months, 1 year, and 3 years) via a survey. DI preceptors provide annual feedback on program graduates via email and phone conversations. Employers provide feedback on program graduates through a survey distributed 3 years after the student graduates.

Revision of the program assessment tools to ensure the objectives were appropriately measured, along with input from program constituents, will strengthen the quantitative assessment of program outcome. Switching to an online survey tool should help increase the survey response rate, a program weakness discussed below.

The DI program director will continue to review the pass rate reports from Pearson VUE (formerly done by ACT), the student completion rate every two years, and the employment rate every five years.

## **Analysis of Goal and Outcome Achievement**

For the period under assessment, 2008-2013, CDR's report indicated a total of 43 students attempted the RD exam and 35 were first-time passers. The result is an overall pass rate of 81% in a five-year period. The one year pass rate indicated 40 of the 43 test takers passed the exam resulting in a 93% one year pass rate over a five-year period. The 80% benchmark for first-time pass rate and one-year pass rate is exceeded (Appendix E).

### Program Goal #1: Pass Rate – Outcome 1 (Met)

All of the 43 program graduates successfully completed a satisfactory rating for all competencies and learning outcomes necessary to receive the Verification Statement. A preceptor or faculty member signs the competencies found in the Master Checklist only when the student has completed the task satisfactorily. If a student does not complete a task satisfactorily, they are required to redo the task until they have obtained a satisfactory rating.

### Program Goal #1: Student Knowledge – Outcome 2 (Met)

From 2008-2013, 9 out of 15 program graduates (60%) that responded to the survey found full or part-time employment within three months of program completion. The remaining six not employed were actively seeking employment. The low employment may be partially due to economic recession experienced in the United States during this time. In addition, many students commented they look for employment after they receive their RD credentials. Due to processing of paperwork with the CDR, the earliest students are eligible to sit for the RD exam is January or February, one to two months after graduation. If the program is selected for audit (which it was in 2009 and 2013), students have to wait an additional four to six weeks before they take the RD exam. However, in 2012, this objective was revised to reflect the 2012 IP Standards which changed the expected graduates to be employed within 3 month program completion to within 12 months of graduation. 97% of students over the past five years were employed in dietetics within 12 months of program completion.

### Program Goal #1: Graduate Employment – Outcome 3 (Met)

Employers are pleased with the performance of program graduates based on informal conversations that occur through email and phone correspondence and in person with the DI program director when visiting area facilities and agencies. An employer survey was sent to 26 individuals and 1 (4%) responded via email. The program director sends a follow-up to the original email to employers one month later. The low response rate might be due to the survey instrument being delivered as a Word document which has to be downloaded, completed, saved, and resent. An on-line survey instrument might yield a higher response rate. The survey result indicates the graduate of the program had a superior knowledge base.

### Program Goal #1: Employer Satisfaction – Outcome 4 (Met)

For the end of semester exams, results were available for two cohorts (17 students). Only 71% achieved a grade of 80% or better. Mock RD exam scores were available for three cohorts (26 students). The students were very successful on passing the

Mock RD exam prior to graduation, with 96% scoring 80% or better. One student did not pass the exam in the 2007 to 2008 cohort. For the last three years, students have passed the exam with an 80% or better the first time. Students are given one opportunity to retake the exam.

Program Goal #1: Student Knowledge – Outcome 5 (Not Met)

The result from the one employer survey returned showed the employer was more than pleased with the effectiveness of performance by the graduate student, as evidenced by a superior rating. Our program expects students to have a high degree of professionalism and students are assessed on their behavior and performance after each supervised rotation experience.

Program Goal #1: Employer Satisfaction – Outcome 6 (Met)

Our student received a superior rating when compared to other dietitians. Employers specifically request our students prior to graduation or encourage students to apply after graduation because they approve of the high quality education and knowledge our students possess when they leave the program.

Program Goal #1: Employer Satisfaction – Outcome 7 (Met)

Students complete an evaluation of the facility (rotation site) after each supervised practice experience. Out of 304 evaluations from 2008-2013, 97% (295 evaluations) of students rated their rotation sites as satisfactory for providing them with adequate supervised experiences. Only 9 students gave an unsatisfactory rating to their rotation site.

Program Goal #2: Graduate Satisfaction – Outcome 1 (Met)

Preceptors are evaluated by students at the end of each supervised practice experience. Out of 341 evaluation from 2008-2013, 96% (326 evaluations) of students stated their preceptors satisfactorily provided appropriate learning opportunities. Overall, students are pleased with their preceptors and the learning experiences they receive.

Program Goal #2: Graduate Satisfaction – Outcome 2 (Met)

Normally, clinical and food service management preceptors take only one intern at a time and will take no more than 2 at any given time. Community rotations are more flexible and may take up to 6 or 7 interns at a time, especially if they rely on volunteers such as the Houston Food Bank. On average, the program has 16 available preceptors. In the fall semester, there is 2 cohorts for a maximum of 20 students. This results in 1.25 preceptors to 1 student in the fall semester. In the spring semester, there is one cohort with a maximum of 10 students so the preceptor to student ratio is more equivalent to 1:1.

Program Goal #2: Student to Preceptor Ratio – Outcome 3 (Met)

Based on the 43 students graduating from the program and completing the exit survey, only two cohorts (19 students) were able to answer this question. This is due to the question being added to the survey in 2011 and available for the first time to the cohort graduating in 2011. Results indicated 100% of students thought the rotation sites were adequate.

Program Goal #2: Graduate Satisfaction – Outcome 4 (Met)

All 43 students that graduated from the program completed an exit survey. A question was added to the exit survey for the group graduating in 2011 to assess the usefulness of all rotation tasks. Of the two cohorts assessed from 2009-2013, 4 (21%) of the 19 students indicated that all rotation tasks were useful.

Program Goal #2: Graduate Satisfaction – Outcome 5 (Not Met)

Of the 43 graduates from 2009-2013, 40 (93%) reported their goals were met during the program in the exit survey. Two of the students indicated both yes and no for meeting their goals. For those reporting no, most of the time the students wanted specialized experience, such as pediatrics, which is not normally available to our students.

Program Goal #2: Graduate Satisfaction – Outcome 6 (Met)



The employer survey gave the rating of superior (or 1) indicating an overall desirability score of 3 (average) or better for graduates of the SH DI program. The employer found our graduate highly desirable.

#### Program Goal #2: Employer Satisfaction – Outcome 7 (Met)

The question regarding faculty and preceptor support was added to the graduate exit survey in 2011. Of the 19 students graduating in 2011 and 2012, 18 students answered this question. Of the 18, 100% of the students indicated satisfactory or better for faculty and preceptor support. Faculty and preceptor support was given a satisfactory rating by 50% of the students and a more than satisfactory rating by the other 50%. Overall, students were pleased with the support provided to them from by program faculty and preceptors.

#### Program Goal #2: Graduate Satisfaction – Outcome 8 (Met)

From 2008-2013, 5 students of 47 withdrew from the program and therefore did not complete all program requirements within 24 months (150% time planned for completion). Therefore, 89.3% of students met the target measure for this objective. One of the students withdrew due to financial concerns before beginning the program and another did not complete due to personal issues. When a student withdraws from the program, all effort is made to fill the empty spot. This occurred with one of the students in the 2009-2010 cohort and the new student that replaced the one that left was able to finish the program within 24 months.

#### Program Goal #2: Program Completion – Outcome 9 (Met)

### **Analysis of Comparability of Results**

The program has implemented the assessment process on a continuous basis. In 6 out of 7 objectives for goal #1, our program has met or exceeded the target measure. The first-time pass rate exceeded 80% due to implementation of graduate admission criteria of a GPA of 3.0 or greater and GRE scores of 295 or more since the last PAR. Our expectations, and ACENDs, were met. In addition, program graduates have little difficulty finding dietetic jobs within 12 months of graduating. Our high placement rate is due to reputation of SHSU graduates among employers in the area. Many students are offered jobs prior to leaving the internship or are given first consideration when a job opportunity becomes available.

There was a very low response rate for the alumni and employer surveys sent out multiple times to the graduates of the program and individuals overseeing our students in the work force. Advisory Board members recommended switching to an anonymous, on-line survey to increase response rate, and this is being created for the next assessment period. Our program expects our graduates to be successful in their career and informal feedback from talking with employers is positive.

The one outcome measure not met for goal 1 was for the end of semester exam scores. Students come with various degrees of nutrition knowledge from their baccalaureate programs. In the graduate program, the students do not take any specific nutrition courses, such as medical nutrition therapy, which could supplement the knowledge they receive from their rotation experiences. The end of semester exams are used to gauge the knowledge of the students based on the RD topic areas. When students are identified as weak on a particular area on an exam, this information can be used to help tailor the type of learning activities the next semester to improve their knowledge in the area lacking. This is proving successful as the students are increasing their knowledge by the time they take and pass the Mock RD exam. The continued passage of the Mock RD exam is due to the program director and instructors of the courses being more vigilant in content material. Taking a mandatory RD review course before graduation has also had promising results.

For goal #2, 8 of the 9 objectives met the target measures for program outcomes. Overall, program graduates are satisfied with the rotation sites and preceptors chosen by the program to provide appropriate learning experiences. We expect that students might not be completely satisfied with all their rotation sites. However, the majority of these unsatisfactory ratings were from one rotation site and preceptor (Extension Office) which after review with Advisory Board members was dropped from the rotation list.

The one objective not met was related to students identifying that not all rotation tasks were useful. This data was collected in the exit survey before students entered the profession. Informal communication with graduates indicated they did not see how the tasks would apply to their future careers and thought of the tasks more as busy work. Graduates of the program employed in dietetics were able to look back and see the relevance of the tasks. The DI program director, with feedback from

Advisory Board members, will be more vigilant in relating tasks to the profession and competencies during the rotation experiences.

The outcome data measuring achievement of program objectives will be available for ACEND reviewers and is available to interns, prospective interns, and the public upon request. A statement attesting to this can be found on the Dietetic Internship website (<http://www.shsu.edu/academics/family-and-consumer-sciences/graduate/msddip.html>), available to the public, students, and prospective students.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

- In the appendices, attach your completed **Program Goals Assessment Planning Summary Matrices (Appendix F)**. Your completed matrices should also include a summary of the feedback and data collected over past five years.
- Complete a new set of **Program Goals Assessment Planning Summary Matrices (Appendix G)** for the next 5 years and place it in the appendices. (A blank is available for your convenience.)

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Assessment* (check only one):

**Meets**

<input type="checkbox"/>
X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input type="checkbox"/>
--------------------------

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.

## Program Planning and Outcomes Assessment

### Standard 8: On-going Program Improvement

Results of the assessment process must be used to identify strengths and areas for improvement relative to components of the program, including policies, procedures, curriculum, faculty, preceptors and resources based on achievement of objectives and goals. Actions must be taken to maintain program strengths and address areas for improvement identified through the assessment process.

#### Guideline 8.1

The program must implement and monitor action plans to improve all aspects of the program not limited to the mission, goals and objectives and provide evidence of the improvements, including graduate performance on the registration exam.

#### Guideline 8.2

Short- and long-term strategies must be designed to maintain or improve future program effectiveness and achievement of goals and objectives.

#### Guideline 8.3

Costs to accomplish short- and long-term strategies should be included in the budgeting process.

#### Guideline 8.4

Programmatic planning and outcomes assessment should be integrated with institutional planning and assessment.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (8.1-8.4) for *On-going Program Improvement*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. Using information identified through student and program data collection and assessment of program components, describe (a) actions over the last five years to maintain or improve the program along with the resulting outcomes, and (b) the plans for improvements over the next five years. Be sure to elaborate on your responses relative to actual achievement of your program goals and objectives discussed under standard 7. The following information should be included.

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1. Describe areas of strength or areas that needed improvement
2. Describe the actions that were used to maintain strengths or make improvements
3. Identify the individuals or groups who performed the actions and the timeframe for implementing them
4. Describe if actions were effective or not and the resulting outcomes; If not effective, explain why.

(b) Describe short- and long-term strategies designed to improve the program over the next five years:

1. Describe areas of strength or areas needing improvement
2. Describe short-term and long-term actions to maintain strengths or make improvements
3. Identify the individuals or groups performing the actions and the timeframe for implementing them

#### **Program Policies (Example)**

Describe activities and outcomes to improve the program over the last five years.

- 1) We currently have open enrollment, allowing any student to enter the program, regardless of grade-point average (GPA). This forced us to accept students who may not have had the academic ability to be successful in the program and may have had a negative impact on our graduates getting placed into internships and passing the registration exam. 2) We have established a 2.8 minimum GPA requirement in order to enroll into the program. 3) This action was initiated by the program director and faculty, but needed final approval from the faculty senate at our university. Approval took place in spring 2008 with implementation in fall 2009. 4) Since establishing the GPA requirement, the number of students applying to the program has not decreased in spite of the higher GPA requirement; however, our attrition rate has decreased from 30% to 12%, and our internship placement rate has risen from 45% to 65%. Data from our first class of graduates who completed internships and took the registration exam had an 85% first-time pass rate. This increased our 5-year first-time pass rate to 70%, but it is too early to tell whether we have established a trend for higher pass rates. Specific data are reported in the appendix.

Describe short- and long-term plans designed to improve the program over the next five years.

1. We plan to strengthen our requirements for entry into the program to continue to improve our attrition rate, internship

placement rate, and our first-time pass rate.

2. In the short term, we are surveying other dietetics programs to locate an interview exam for screening applicants. We will work with other dietetics programs and health-care programs on our campus to develop an applicant interview screening process. Our long term goal is to coordinate our application and screening process with the other health-care programs on our campus so that we can share resources and learn from their experience.
3. The program director is working with faculty in the colleges of education, nursing, and pharmacy to have the screening process in place by fall of 2014.

#### **Improvement to Program Policies and Procedures (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) We do not have a set GRE score, allowing any student that takes the GRE to apply to the program, regardless of GRE score. We accepted students into the program with low GRE scores who may have had a negative impact on our graduates passing the RD exam the first time. 2) We have established a preferred GRE score of 295 (or 1000 on the old GRE test) in order to apply to the dietetic internship. 3) This action was initiated by the program director and faculty in 2011 and implementation occurred in 2012. 4) Since establishing a preferred score for the GRE, the number of students applying to the program has increased and our first time passage rate has increased from 70% to above 80%. To date, this action has been effective. Pass rate data is available in Appendix E.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1. We plan to strengthen our requirements for entry into the program to continue to improve our first-time pass rate. A selection committee ranks the applicants based in part on their GPA and GRE scores.
2. In the short-term, we are reviewing applications from prospective students to make sure the student has the motivation, emotional maturity, and can handle the academic rigor to succeed in both the dietetic internship and graduate program. Our long term goal is to recruit strong applicants to our program by recruiting more actively at local, state, and national meetings.
3. The program director is working with graduate faculty to recruit at more events and meetings by fall 2015.

#### **Improvements to the Curriculum (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) We currently give end of semester exams in FACS 5379 to measure the knowledge student's gain during their rotations. Students do not always retain what they learn during their rotations and are therefore not able to apply it during the exams. 2) In-class, end-of-semester exam reviews have been incorporated into the class prior to the exam. 3) This action was implemented by the course instructor starting in spring 2011. 4) Since establishing the exam reviews, the number of interns obtaining a grade of B or higher on the end of semester exams increased from 29% (5/7 made below 80% in spring 2009) to 90% (9/10 made above 80% in spring 2011).

CRDs were added to syllabi to emphasize learning activities completed during courses.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1. We plan to strengthen students' knowledge in the area of dietetics, especially clinical, by including more clinical case studies into the curriculum.
2. Short-term goals include clinical workbook assignments for interns as well as bimonthly meetings with DI director to increase focus on clinical rotation preparation. Long-term goals include dietetic focused courses such as Advanced Medical Nutrition Therapy and Nutrition Assessment.
3. The program director is working with graduate faculty to have more clinical case studies added to the curriculum by spring 2015.

#### **Improvements to Teaching & Learning Methods (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

Your response goes here.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

Your response goes here.

#### **Improvements to Faculty/Preceptors (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.  
Your response goes here.

(b) Describe short- and long-term plans designed to improve the program over the next five years:  
Your response goes here.

**Improvements to Academic Counseling (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.  
Your response goes here.

(b) Describe short- and long-term plans designed to improve the program over the next five years:  
Your response goes here.

**Improvements to Student Support Services (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.  
Your response goes here.

(b) Describe short- and long-term plans designed to improve the program over the next five years:  
Your response goes here.

**Improvements to Educational Resources (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.  
Your response goes here.

(b) Describe short- and long-term plans designed to improve the program over the next five years:  
Your response goes here.

**Improvements to the Program Assessment Process (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.

1) We currently have an Advisory Committee that meets annually, but information about the Advisory Committee's actions prior to 2011 are unavailable. Not all Advisory Committee members can make it to the meetings. 2) In 2012, the new 2012 IP Standards became available. Program competencies, learning activities, and evaluation forms were updated to reflect the new standards. 3) The program director initiated the changes and garnered input from the Advisory Committee. This occurred during the spring 2012. 4) Standardizing the evaluation forms allowed students to not get confused and give the wrong form to their preceptor. Updating the competencies and learning activities yielded a more positive experience for the students.

(b) Describe short- and long-term plans designed to improve the program over the next five years:

1. We plan to strengthen our record keeping and documentation of Advisory Committee meetings to be passed from one program director to the next.

2. In the short term, we plan on having Advisory Meetings where members can participate through conference calling.

3. We will work to include more preceptors and rotate preceptors onto the Advisory Committee to elicit a variety of feedback over time.

**Other Improvements (if applicable)**

(a) Describe activities and outcomes to improve the program over the last five years. Include exhibits where appropriate.  
Your response goes here.

(b) Describe short- and long-term plans designed to improve the program over the next five years:  
Your response goes here.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *On-going Program Improvement* (check only one):

**Meets**

<input type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input checked="" type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.

## Curriculum and Student Learning Objectives

### Standard 9: Program Concentrations

In addition to the Core Knowledge and Competencies in Appendix A, the program must include at least one concentration designed to begin development of the entry-level depth necessary for future proficiency in a particular area.

#### Guideline 9.1

Dietetic Technician Education Programs and Didactic Nutrition and Dietetics Education Programs are not required to provide program concentrations, and are not required to demonstrate compliance with Standard 9 or its guidelines.

#### Guideline 9.2

The concentration area(s) must be chosen on the basis of mission, goals, resources and learning objectives

#### Guideline 9.3

Competencies and learning activities that build on the Core Knowledge and Competencies defined in Appendix A must be developed by the program for the concentration.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (9.1-9.3) for *Program Concentrations*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

### **Community Research & Wellness Concentration Description & Rationale**

The motto of Sam Houston State University is “the measure of a life is its service” and community engagement is promoted inside and outside of the classroom. The faculty in the Department of Family and Consumer Sciences embraces this philosophy and works with community organizations such as Head Start and Houston Food Bank to promote nutrition and wellness to at-risk populations. Therefore, the Dietetic Internship chose Community Research and Wellness as the concentration to serve the community and keep to the motto of SHSU. The program is combined with a Master of Science degree in Dietetics (Appendix B). One of the goals of the Master’s program is to produce students that are capable of conducting and presenting research at the local, state, and national level. The Community Research and Wellness competencies and learning activities are geared to guide students through a community research project with eventual publication in a nutrition related journal. Students take a Research Methods course and Statistics course to help prepare them for their research project. Working with graduate faculty, students formulate and implement a plan in the community. The results are presented to the cohort and a publication, poster, or formal presentation is created for a nutrition-related or discipline focuses journal.

The competencies for the Concentration include the following:

- CRD 5.1: Develop a wellness-related research proposal with a business plan targeting employees, students, or other community groups.
- CRD 5.2: Formulate a marketing plan/strategy for stakeholders’ involvement, participation, recruitment of participants, and identify distribution channels and appropriate promotional efforts.
- CRD 5.3: Execute one aspect of the plan through application/intervention and measure its effectiveness. Provide recommendations for improvement of the plan.
- CRD 5.4: Dissemination of the results for the overall wellness project in a variety of forum, including local dietetic association and produce a manuscript for a nutrition-related journal.

Concentration competencies build on core competencies met during the Community Nutrition rotation and include the following:

- CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.
- CRD 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).
- CRD 2.3 Design, implement and evaluate presentations to a target audience (a quality presentation considers life experiences, cultural diversity and educational background of the target audience).
- CRD 2.8 Apply leadership principles effectively to achieve desired outcomes.
- CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

The Community Research & Wellness Concentration is completed as part of the Seminar in FACS Research (FACS 5330) course taken in the spring semester. If needed, the students finish the project over the course of the summer. The project starts with students using the AND *Making Nutrition Your Business* to learn the business plan/proposal process. Then they utilize research methods and statistics learned in their graduate courses to design and implement a community project. The students work in small groups during the project, applying leadership skills to achieve a viable poster, oral presentation, or discipline-related mock manuscript. After the research is completed the students present their findings in the Research Problems (FACS 5383) course starting in fall 2014.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Concentrations* (check only one):

**Meets**

<input type="checkbox"/>
<input checked="" type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.



## Curriculum and Student Learning Objectives

### Standard 10: Curricular Mapping

The program must map its curriculum around ACEND's Core Knowledge and Competencies using sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client or patient outcomes.

#### Guideline 10.1

- a. The curriculum map must identify didactic and supervised practice course(s) that interns will complete to meet each of the Core Knowledge and Competencies, including the Support Knowledge and the Concentration Competencies defined in Standard 9, Program Concentrations.
- b. The curriculum map must include supervised practice experiences that occur in various settings or practice areas to achieve the competencies in a manner appropriate for implementing the curriculum. Programs should include such areas as acute care, extended care, public health/community, prevention and wellness, and food service, but may also include other areas such as education, research, informatics, genetics/genomics, management, consultation, and so on.
- c. The curriculum map must sequentially and logically organize the progression of didactic and supervised practice courses from introductory to more advanced learning activities and build on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the program.
- d. The curriculum map must culminate in experiences (such as planned staff experience) to demonstrate entry-level competence.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (10.1) for *Curricular Mapping*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Curriculum Plan for Didactic Learning and Supervised Practice**

A program orientation is held one to two weeks prior to the first supervised practice rotation and the start of the first week of school. During the orientation, the Intern Handbook is provided to each student. The Intern Handbook contains graduate course schedule, learning objectives, master checklist for clinical, food service management, community nutrition, community research & wellness competencies (Appendix H), facility and preceptor directory, evaluation forms, and rubrics. New students also receive their rotation schedules at orientation. The new cohort of interns is scheduled by the DI Director to go to community rotations (Appendix I). The DI Director also directs students to the Dietetic Intern Organization page on Blackboard which includes the rotation schedule, preceptor contact list, and rotation site requirements. The students will access their future rotation schedules for food service management and clinical from the Organization page in Blackboard or be provided a hard copy by the preceptor prior to the spring and second fall semester (Appendix I). At orientation, the DI Director provides an overview of program policies and procedures as well as rotation competencies and evaluation forms used throughout the program (Appendix J).

Each rotation area - community, food service management, and clinical - includes experiences at several facilities with varying levels of difficulty. Community is the first rotation to allow the intern to gain confidence in counseling and performing nutrition education across a wide variety of cultural and socioeconomic groups. They also gain experience counseling across the lifespan from newborns and infants at WIC, to toddlers and preschoolers at Head Start, to school-age children with the Houston Food Bank, and finally with seniors at the Walker County Senior Center. During the community rotation, interns begin to focus on possible research topics for the Program Concentration of Community Wellness and Research project as they are honing their skills in social statistics in SOCI 5314.

Following the community rotation, interns will either go into clinical or food service management next. Food service management rotations occur both in the clinical setting and in a school district to provide a wider range of experiences for the intern. The intern will also complete a Design and Layout Project to present for FACS 5379 which outlines a mock kitchen

remodel based on the intern's food service management rotation. Prior knowledge from food service management courses are used to redesign workspace including maximizing staff efficiency, equipment specifications, costs and benefits of the proposal. Staff relief will also be done during the final facility at the end of the rotation.

Clinical rotations can include smaller hospitals in rural areas with sole RD/clinical managers to large Level III Trauma hospitals with over 300 beds and 4 full-time RDs, an RD clinical manager, and several RDs on call. Interns rotate progressively through a variety of settings such as rehab, medical/surgical, critical care, and ICU floors. Interns are also exposed to a variety of medical disciplines during rounds and interdisciplinary meetings. Clinical rotations can also include outpatient diabetes, stroke, and bariatric centers where nutrition counseling skills can be further developed in the outpatient clinical setting.

### Examples of Sequential and Integrated Learning Experiences

Multiple case studies completed in FACS 5379 increase the intern's medical nutrition therapy knowledge of common diseases prior to the clinical rotation. The intern is also gains familiarity with the Evidence Analysis Library and the Nutrition Care Manual while preparing case studies and is able to use this knowledge when entering clinical rotations. Finally each intern must prepare a case study based on a patient seen during their clinical rotation to present to the class at the end of their clinical rotation.

In clinical facilities with multiple RDs, interns will generally start with less critical patients to gain skills such as screening, assessments, and documentation before progressing to more complex enteral and parenteral nutrition cases in ICU. Interns will begin clinical rotations by shadowing the RD and eventually progress to seeing patients independently with the preceptor available to supervise as needed. Patient loads will also start lighter and with less difficult cases then progress to more patients with complex conditions including enteral calculations as the intern demonstrates increasing ability.

### Culminating Supervised Practice Experiences

Each rotation culminates with the intern performing staff relief at the final facility during community, food service management, and clinical rotations. This allows the intern to gain confidence while incorporating knowledge from prior rotations and show mastery by performing duties independently while under the supervision of the preceptor/RD. Staff relief as well as class presentations such as the Design and Layout Project and Clinical Case Study help the intern gain independence and competence to perform as an entry-level dietitian.

### Areas of Weakness/Plans to improve

Areas of possible weakness include lack of courses specific to clinical rotations such as advanced medical nutrition therapy and biochemistry. Although clinical rotations do progress from less complex patients to more challenging cases, most preceptors expect interns to be extremely comfortable with the Nutrition Care Manual, Evidence Analysis Library, and Medical Nutrition Therapy for most disease states from the first day. A review course prior to the start of clinical rotations will strengthen this area and give interns more confidence entering the clinical field. The review course will be integrated into the FACS 5379 internship practicum course the first fall semester to prepare students for clinical rotations during the spring or second fall semester.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a Curriculum Map.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curricular Mapping* (check only one):

#### Meets

<input checked="" type="checkbox"/>
<input type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

<input type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### Does Not Meet

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.

## Curriculum and Student Learning Objectives

### Standard 11: Learning Activities

The program's curriculum must provide learning activities to attain all the Competencies (Appendix A) defined to enter practice as a registered dietitian.

#### Guideline 11.1

- a. Learning activities must prepare interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity, diabetes, cancer; cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare interns to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.
- c. Learning activities for interns must develop collaboration, teamwork, problem-solving, critical- thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills.
- d. Learning activities must use a variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory experiences) necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.
- e. Learning activities must include opportunities for interns to participate in interdisciplinary learning activities.
- f. Learning activities must be documented in course syllabi and supervised practice rotation descriptions with clearly defined objectives reflecting the breadth and depth of didactic and supervised practice course content and expected student performance.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (11.1) for *Learning Activities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Learning Activities Address Various Conditions, Populations, and Diverse Cultures**

Interns encounter patients with a variety of health conditions during Community, Clinical, and Food Service Management rotations. During the Community rotation, interns participate in screenings for overweight/obesity in children at Head Start as well as WIC. They also encounter a wide variety of high risk clients during the WIC rotation with special emphasis on gestational diabetes, overweight and obesity- both in pregnant/lactating women and young children. Other conditions seen during the Community rotation include food allergies, preterm infants with feeding complications, and failure to thrive. Common education topics requested at the Houston Food Bank and the Senior Center include diabetes, cardiovascular diseases, and chronic kidney disease. Learning activities will often include preparing a handout, bulletin board, or teaching a lesson geared to one of these conditions. Interns will also participate in health fairs as a resource with science based answers concerning nutrition and various health conditions and trends. Community rotations are located in many locations from rural Texas towns to inner city Houston neighborhoods with a wide variety of diverse cultural and socioeconomic groups represented.

Food Service Management rotations incorporate clinical and school food service so diets and nutrition education must be tailored to healthy children and adolescents as well as people of all ages with a variety of special diet prescriptions. Many learning activities are involved to experience the full running of a food service kitchen from working as a team member on tray line, developing menus, ordering and receiving, to human resources and management. The culminating staff relief experience in a food service kitchen has many opportunities to develop leadership, problem solving, and decision making skills.

During the Clinical rotations, interns work with similar conditions as seen in community and food service management as well as many more complex and rare conditions. Many patients are admitted with multiple disease states, particularly those seen in the intensive care unit (ICU). Various types of cancers and gastrointestinal diseases are seen. Interns will often choose a patient with complex or rare diseases for case study presentations to the class. Nutrition education is often done for diabetes, stroke, renal, and obesity. Patients from a wide variety of socioeconomic and cultural backgrounds are seen, although the majority of patients in clinical areas are geriatric and of Caucasian, Hispanic, or African-American ethnicity.

### **Variety of Educational Approaches**

Learning activities offered during courses include a variety of approaches such as participation in group and individual research projects, field trips to the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo (FNCE), classroom experiences, and case study presentations. Students work as part of a team and individually in a variety of research areas and present their findings using multiple formats such as posters, abstracts, PowerPoints, and journal articles. Interactive class discussions help interns develop personal and professional values, ethics, and attitudes. Interns also share projects from rotations as well as problem solve any difficulties that may arise. Self-evaluations and personal reflections are done for every rotation and included in the interns' portfolios.

### **Interdisciplinary Learning Activities**

Interns also participate in hospital rounds and interdisciplinary conferences which allow exposure to all varieties of cases in the hospital to be examined from the perspective of a wide range of healthcare professionals. Collaboration with other members of the healthcare team during such meetings builds rapport, allows streamlined referrals, and promotes critical thinking and decision making skills. Depending on availability at the facility, interns may also observe and collaborate with other related health disciplines for procedures such as Modified Barium Swallow Studies, Percutaneous Endoscopic Gastrostomy (PEG) placements, and wound care.

During community nutrition and food service management rotations, interns work with people from a variety of disciplines such as social workers at Head Start, lactation consultants at WIC, and food service managers during school food service. Several courses are taken with students from other disciplines allowing exposure to presentations, discussion boards, and projects from students in other health and consumer science fields.

### **Learning Activity Documentation**

Learning activities are documented in course syllabi by CRD number. Syllabi give clearly defined objectives for each course including evaluation methods and expected student performance. A master checklist of learning activities is broken into community, clinical, and food service management to define learning objectives for each rotation focus while allowing interns freedom to complete activities when opportunities arise at a given site. Master checklists for each rotation are given at the program orientation to convey expected student performance at each site.

### **Strengths/Weaknesses/Plans for Improvement**

All rotations are strong in multiple learning activities involving diverse populations across all lifespans, as well as complex disease states using a wide variety of interdisciplinary educational opportunities for all learning styles. Integrated coursework is an area of weakness in that while courses do provide many learning activities, they are not as well geared to meet every learner's needs. Currently many courses are attended by dietetic interns as well as other majors. In the future, when faculty allows, more dietetic intern specific courses are being planned which would allow more competency related coursework that provides the rationale for learning activities required during rotations. While these competencies are currently covered in our existing curriculum, with the growth in evidence based medical nutrition therapy, in food safety, and issues in food science, we are developing additional coursework. In past surveys, only 21% of students indicated that all rotation tasks were useful. The faculty in the dietetic curriculum are working toward blending positions that allow them to be in the facility and in the classroom mentoring the students. Incorporating more simulations, role playing, guest speakers, and field trips into these courses would also provide a more well-rounded interdisciplinary approach in these classes.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Activities* (check only one):

**Meets**

<input type="checkbox"/>
<input checked="" type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

<input type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

<input type="checkbox"/>
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Plans to address compliance problems are not viable or have not been developed.

## Curriculum and Student Learning Objectives

### Standard 12: Curriculum Length

Length of the program must be based on the institution's requirements and ability to implement the curriculum and must include a minimum of 1200 hours of supervised practice experience.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Curriculum Length*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

### Supervised Practice Hours

The program includes a minimum of 1200 hours of supervised practice experience in the areas of clinical, food service management, community, and research. The supervised practice experience is completed during the fall and spring semesters. Interns go to rotations part-time during the week (28 hours or less) because they also have graduate classes to attend. Interns complete a 36 hour graduate program over the course of 16 months with 9 credit hours each semester (first fall, spring, summer, and second fall). Since the interns are expected at their supervised practice experience during the day, graduate classes are offered in the evening and/or online. Interns receive a total of 9 credit hours for the supervised practice experience through the FACS 5379 course (3 credit hours taken 3 times). FACS 5379 is taken the first fall, spring, and second fall semesters. Students complete a variety of classes in their major such as Social Statistics, Research Problems, and The Consumer and Food Technology (Appendix K).

From 2009-2011, the medical nutrition therapy rotation consisted of 400 hours over 14 to 21 weeks, food service management rotation consisted of 300 hours over 10 to 15 weeks, community nutrition rotation consisted of 300 hours over 12 to 16 weeks, and research consisted of 200 hours. In 2012, this was adjusted by the current DI Director. The medical nutrition therapy rotation now consists of 336 hours over 14 weeks, food service management rotation now consists of 240 hours over 10 weeks, community nutrition rotation now consists of 336 hours over 14 weeks and research now consists of 288 hours.

### Degree Granted

At the completion of the program, students receive a Master of Science degree in Dietetics and the Verification Statement to sit for the RD exam.

### Rationale for Curriculum Length

The change in rotation length and hours was revised by the new DI Director in 2012 to reflect feedback from preceptors, faculty, students, and program graduates. The feedback was to standardize the length and weekly hours required for each rotation. Overall, students now complete 24 hours per week minimum during medical nutrition therapy, food service management, and community nutrition rotations when before they had a minimum of 21 hours per week depending on the rotation and the length of the rotation assigned.

The hours were reduced for medical nutrition therapy so that students would be able to complete this rotation in one semester. The hours were also reduced for food service management as students and graduates felt that two hospital rotations were redundant. The student now go to one hospital food service management rotation and one independent school district food service management rotation. The reduced hours meant that the research hours could be increased to more accurately reflect the students' time spent completing their projects over one to two semesters.

The program length allows for completion of rotations during the fall, summer, and spring semesters and provides 1200 supervised practice hours and 36 graduate credits. This is adequate to meet the core and Community Research & Wellness

Concentration competencies and complete the graduate program. Success at achieving the majority of program objectives and learning outcomes suggests program goals, which are aligned with the program mission, are being met.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curriculum Length* (check only one):

**Meets**

X

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

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Plans to address compliance problems are not viable or have not been developed.

## Curriculum and Student Learning Objectives

**Note on Expectations for Demonstrating Compliance with Standard 13 -- Learning Assessment:** ACEND's 2012 accreditation standards removed the requirement for programs to provide aggregated student outcome data for every knowledge requirement or competency as part of the learning assessment process for ACEND accreditation reviews. Nevertheless, your program must still provide a written plan that illustrates how each competency is being assessed and all students must continue to be assessed within the program to assure that they are all able to achieve all knowledge requirements and competencies needed for entry-level practice.

You must discuss in your report the approaches used in your program for assessing student knowledge, competencies and professional attitudes, and provide examples of those tools in the appendices and on site. Some of the tools for assessing learning are listed below:

- Portfolios
- Oral presentations
- Exams
- Problem sets
- Pretest-posttest
- Observations
- Focus groups
- Journals
- Journal clubs
- Structured & open-ended interviews
- Evaluation rubrics
- Surveys

Your report must include a discussion with examples and data of where students in your program were found to not be achieving knowledge or competencies to your satisfaction. To demonstrate what you, your faculty or preceptors are actually doing, explain what type of assessment tools were being used, which competencies were involved, and the levels of student performance that were desired versus those that were actually achieved. You will also need to describe what was done to improve student performance and provide data on whether or not improvements actually occurred either in this report or your next scheduled report to ACEND.

If your students are highly successful in achieving specific knowledge or competencies as demonstrated through outcomes such as outstanding pass rates, internship and job placements, employer feedback and professional activities, it is even more important for you to explain the type of assessment tools that you are using, which competencies are involved, the levels of student performance that are being achieved, and what your program is doing to consistently maintain those high levels of achievement.

### **Standard 13: Learning Assessment**

The program must develop a process by which interns are regularly evaluated on their acquisition of the abilities necessary to attain each competency specified in Appendix A.

#### Guideline 13.1

The learning-assessment plan must include:

- a. Learning activity that will be used to assure the achievement of competencies/learning objectives
- b. Assessment methods that will be used
- c. Didactic and/or supervised practice course(s) in which assessment will occur
- d. Individuals responsible for ensuring that assessment occurs
- e. Timeline for collecting formative and summative assessment data

#### Guideline 13.2

Programs must assess the achievement of learning objectives that support competencies by comparing and analyzing them against student outcomes data. Programs must be able to provide their assessment plans, explain their assessment process, and describe the extent to which students are achieving learning objectives that support competencies along with the potential impact on student success and pass rates.

#### Guideline 13.3

In addition to rating student levels of performance against competency statements and objectives or confirming the presence of professional attributes, programs should thoroughly evaluate student progress using quantitative and qualitative approaches that clearly document what they have done to demonstrate knowledge and competence.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (13.1-13.3) for *Learning Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.



- In your narrative, indicate who is involved and describe the process used to develop the plan for assessing competency/learning outcomes.
- Briefly describe how the assessment process has been implemented over the past five years, including how and when student learning was assessed.
- Choose a minimum of two competencies in each domain, and then report on the results in your narrative:
  3. Discuss how the learning objectives (expected learning outcomes) compare with the actual learning outcomes and discuss all relevant findings in your narrative. For programs with different degree, option, or distance education pathways, be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.
  4. Are students achieving the learning objective (expected learning outcome)? Yes [ ]/No [ ]. If “no”, please explain why.
- The following points may also be useful for developing well-structured responses:
  - areas of strength,
  - areas of non-compliance or weakness, and
  - your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
  - plans to improve your program above and beyond the standards and guidelines.
  - If information in support of a standard is missing, please explain.

### **Student Learning Outcomes Assessment Plan**

Over the last five years, preceptors for the dietetic internship have been instrumental in assisting the DI program director and faculty in revising the medical nutrition therapy, food service management, and community nutrition rotation evaluation forms used to assess intern learning outcomes. When the 2012 IP Standards were released, this presented a great opportunity to update the evaluation forms and competency checklist. In some cases outdated activities were deleted and others developed to maintain compliance with the new standards. Preceptors and other constituents were invited to review the competency forms and provide feedback via phone, e-mail, or face-to-face to the DI Director. During the summer of 2012 the competency checklist and evaluation forms were updated and revised.

### **Assessment Implementation**

Throughout the internship, learning is assessed by preceptors and self-evaluation done by interns at the end of each site rotation. Evaluations are normally turned in two weeks after each rotation is completed and reviewed by the DI director. Any deficiencies or areas of concern can be addressed promptly. Quantitative assessment of learning outcomes also occurs through the use of the Clinical Case Study Formal Presentation, the Layout/Design Project Presentation Evaluation, Group Teaching Performance and Project Performance forms. Feedback is also commonly received by the DI Director in the form of emails or face-to-face interaction with preceptors. At the end of each semester, the DI Director reviews the student’s portfolio and shares the findings with the students.

An area for improvement was that each rotation site had a different evaluation form. This caused confusion among the preceptors and the students. Based on this results, evaluation forms have been standardized to allow for one community nutrition evaluation form, a clinical evaluation form, and a food service management evaluation form and are organized by topic with CRD numbers given. The new forms allow intern performance to be rated on a 1 (not satisfactory) to 3 (excellent) scale with an option for not observable. A Professional Behavior Evaluation form was created to address areas not covered in competencies such as dependability, adaptability, decision making, and interpersonal skills. The Final Rotation Evaluation form was also created to assess the intern’s overall ability to perform as an entry level dietitian.

Revision of the rotation evaluation forms to meet the 2012 IP Standards allowed the DI Director to align the Likert scale on the evaluation tools to specific competencies. The preceptor will not sign off on the student’s competency checklist indicating the intern has demonstrated adequate proficiency until they get a satisfactory score (2 or 3).

The students complete the rotation evaluation and professional behavioral evaluation at the end of each rotation. The final rotation evaluation is completed by the preceptor at the student’s last rotation of each area: clinical, food service management, and community nutrition. Students also complete evaluations on the facility and the preceptor at the end of each rotation. The Case Study and Layout/Design rubrics are used by faculty when students are giving presentations in class. If

students complete projects and presentations at their rotations, the preceptor uses the Group Teaching Performance and Project Performance forms for evaluation.

### **Learning Objective Assessment**

Learning activities and competencies are documented in intern portfolios which are reviewed and graded at the end of each semester. Evaluation forms are turned in after each site rotation to ensure any concerns are addressed in a timely manner. Competencies are signed by preceptors when satisfactorily completed. Learning objectives are met through completing competencies and activities which are summarized in the portfolio after each rotation. The portfolio is graded by the DI Director to ensure completion of competencies and learning objectives.

### **Learning Assessment Summary**

The Learning Assessment Summary Matrix (Appendix L) and Program Concentration Summary Matrix for Learning Assessment (Appendix M) was completed. A summary of the feedback and data collected for two competencies per domain over the past 5 years is detailed below. A new Learning Assessment Summary Matrix (Appendix N) and new Program Concentration Summary Matrix (Appendix O) was created for the next 5 years.

CRD 1.2 - Interns locate peer reviewed articles, use the Evidence Analysis Library and use evidence based guidelines to prepare case studies for FACS 5379 and in the nutrition care process. 100% of interns obtained a grade of B or higher on the case studies presented during FACS 5379.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 1.4 - Interns will locate, read and present to the dietitians' journal club an accurate summary of at least two refereed articles. Summaries are presented in class or at dietitian meetings during clinical rotations when time permits. Summaries are evaluated by preceptors and documented in portfolios. 98% of interns satisfactorily completed this activity with a satisfactory or higher rating per portfolio review (N=43, 39 satisfactory, 1 not satisfactory, 3 missing data).

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 2.6 - 95% of interns received a satisfactory or higher rating on performance evaluations related to nutrition screening (104 satisfactory, 5 not satisfactory, 10 missing data). 98% of interns received a satisfactory or higher rating on performance evaluations related to referrals (61 satisfactory, 1 not satisfactory, 79 missing data). Many clinical facilities chose "not applicable or no opportunity to perform" for referrals on the evaluation which accounts for the large amount of missing data. Referral may be difficult for interns to experience in all clinical settings. Outpatient and community settings may be more appropriate for this activity.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 2.11 - 99% of interns obtained ratings of satisfactory or higher on professional behavior on performance evaluations during all rotations. Professional behavior is rated by the preceptor during each site evaluation (217 satisfactory, 3 not satisfactory, 20 missing data).

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 3.3 - Interns will develop, implement, and evaluate nutrition education programs during community and food service management rotations. 100% of interns obtained a satisfactory or higher rating for Community evaluations related to nutrition education programs (33 satisfactory, 0 not satisfactory, 13 missing data). Some preceptors chose "not applicable or no opportunity to perform" depending on the availability of activities at each facility. As evaluation forms were originally site specific, this activity was not included on every evaluation. Sites where activity may have been completed did not have evaluation specific for this activity. Newer methods of evaluation using the same form for all sites include this activity. 100% of interns obtained a satisfactory or higher rating for FSM evaluations related to nutrition education programs. (45 satisfactory, 0 not satisfactory, 10 missing data). Not every food service rotation has opportunities for this activity to occur; however interns were able to complete it at many sites.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 3.6 - 100% of interns participated in recipe/menu development with a satisfactory or higher rating per food service management evaluations (38 satisfactory, 0 not satisfactory, 5 missing data). 94% of interns conducted sensory and satisfaction surveys with a satisfactory or higher rating per FSM evaluations (44 satisfactory, 3 not satisfactory, 9 missing data). Some preceptors chose “not applicable or no opportunity to perform” depending on the availability of activities at each facility.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 4.2 - 98% of interns conducted food safety and sanitation inspections with a satisfactory or higher rating per food service management evaluations (39 satisfactory, 1 not satisfactory, 3 missing data). This was a learning activity (CD 29) to be signed on the checklist when completed at a satisfactory level by preceptors. Several checklists from earlier years were missing from portfolios accounting for missing data.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 4.6 - 90% of interns obtained satisfactory or higher rating on participation in policy/management changes per food service management evaluations (37 satisfactory, 3 not satisfactory, 3 missing data). This was a learning activity (CD 16) to be signed on the checklist when completed at a satisfactory level by preceptors. Several checklists from earlier years were missing from portfolios accounting for missing data.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 5.1 - Interns developed a business plan on paper to correspond with their community wellness project. Examples were documented in portfolios. However grades prior to 2011 were not available. Starting in 2011, 100% interns obtained a grade of B or higher for business plan.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

CRD 5.4- Interns wrote mock manuscripts of research projects and made professional presentations of these manuscripts. However grades on this project were not available prior to 2011. Starting in 2011, 100% interns obtained a grade of B or higher for completion of project and satisfactory rating for presentation.

Are students achieving the learning objective (expected learning outcome)? Yes [ x ]/No [ ].

### Examples of Assessment Tools and Rubrics

Examples of the program’s assessment tools and rubrics for the internship can be found in Appendix P.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

- In the appendices, attach your completed **Learning Assessment Summary Matrix** and **Program Concentration Summary Matrix for Learning Assessment**. Your completed matrices should also include a summary of the feedback and data collected (a minimum of two competencies in each domain) over past five years.
- Complete a new **Learning Assessment Summary Matrix** and new **Program Concentration Summary Matrices** for the next 5 years and place it in the appendices. Although all students must be prepared to meet every ACEND competency, you are only required to report aggregate data on a minimum of two competencies in each domain. (A blank form is available for your convenience.)

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Assessment* (check only one):

**Meets**

X
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1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

Plans to address compliance problems are not viable or have not been developed.

## Curriculum and Student Learning Objectives

### Standard 14: On-going Curricular Improvement

On-going, formal review of the program's curriculum, including supervised practice course objectives and content, length and educational methods, must occur in order to maintain or improve educational quality.

#### Guideline 14.1

- a. Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.
- b. Curriculum review should use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.
- c. Curriculum review should include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.
- d. Curriculum review should result in actions to maintain or improve student learning.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (14.1) for *On-going Curricular Improvement*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

**2. Directions:** The additional focused points may be useful for explaining how your program assures the quality and currency of the curriculum:

- Describe the process that was used to review the curriculum, including didactic and supervised practice (if applicable) course objectives and content, length and educational methods.
- What is the schedule for reviewing the curriculum?
- Who are the individuals involved in reviewing the curriculum?
- Describe how the results of student learning and program outcomes assessment processes were used to determine strengths and areas for improvement for the program curriculum.
- How is information about new knowledge and technology impacting dietetics practice obtained and integrated in the curriculum?
- How is comparability of educational experiences and consistency of learning outcomes assessed and maintained?
- Describe overall curriculum strengths and areas for improvement based on cumulative assessment of student learning outcomes and program outcomes.

#### **On-going Formal Curriculum Review Process**

The constituents involved in the formal review of the program curriculum include the DI Director, Graduate Director for the Family and Consumer Sciences, Chair of the Department of Family and Consumer Sciences, Dean of College of Humanities and Social Sciences (CHSS), Provost and Vice President of Academic Affairs, Dean of Graduate Studies, and Preceptors. Curriculum renewal is part of the annual activities of the faculty of Sam Houston State University. Departments are expected to review curriculum to ensure that it meets the students' needs and is in keeping with the university's mission and standards. Additionally as changes are made, the preceptors and advisory committee are invited to comment and make suggestions for improvements. The university meetings are usually held face-to-face; whereas the advisory committee meetings are normally accomplished via teleconferencing, emails or at brunches/lunches where possible. Time is allocated at the advisory meetings to discuss program curriculum, gather assessment data, and ask for feedback on perceived strengths and areas for program

improvement. Based on feedback received, the DI Director reviews program curriculum during the summer months and revises as necessary.

### **Overall Curricular Strengths and Areas for Improvement**

Over the last five years, students are fully exposed to research and research methodologies from the first semester of the program. Within rotations, students are asked to complete smaller research projects on plate waste, meal satisfaction and marketing to name a few. In addition, students undertake a group research project in which a final paper, presentation, and publication is completed. This research is focused on community nutrition and wellness which is in line with the overall program theme of Community Research & Wellness.

Our preceptors are dedicated to teaching knowledge and skills to our students. They are constantly in touch with the DI Director providing updates on new activities and policy changes at their facilities that will benefit or enhance student learning. Students are required to evaluate their preceptor at the end of each rotation and the results consistently show that preceptors are viewed as strong mentors with excellent leadership quality.

The students complete a Master of Science degree in Dietetics simultaneously with the dietetic internship. This provides additional learning and enhancement of skills to the students. Our program has 2 experienced RD's and other capable faculty that support educational training for the graduate students. Each faculty member strives for excellence in teaching and mentoring the next generation of dietetic professionals. At the end of the last semester of courses (second fall) students are required to take a comprehensive exam which evaluates every aspect of learning throughout the period of enrollment.

Sam Houston State University provides a plethora of resources for the students. The resources are ongoing and updated. One example is the library holdings specific to the improvements of nutrition and dietetics, such as the addition of the Nutrition Care Manual. In addition, the dietetic internship program contributes 50 to 100% of the total required to pay for the RD exam review course.

One area of improvement is the need for more clinical rotation sites. Due to reorganization of some hospitals (Triumph became Kindred), contract changes within the hospital (Huntsville Memorial Hospital went to Morrison) and personnel changes (preceptors leaving), a site may be "offline" or off the rotation list for 6 months to 1 year. The program has been able to keep 10 students per year; however, some preceptors have taken on two clinical students at the same time. New facilities can help reduce the student to preceptor ratio for clinical back to approximately 1:1.

Another area of improvement is increasing students' clinical knowledge and skills prior to starting clinical rotations. Students come from a variety of undergraduate experiences and not all are strong in the area of medical nutrition therapy. Some students may have been out of school for several years meaning their last clinical course may have contained outdated information.

### **Integration of New Knowledge and Technology**

New knowledge and technology impacting dietetics practice is obtained by the DI Director through membership in the Academy of Nutrition and Dietetics (AND), the NDEP listserv, AND FNCE and TAND (Texas) FNCE meetings, and professional development activities. For example, the DI Director is taking health promotion and wellness courses as part of her doctorate program. The program director is able to take information learned through classes such as Biostatistics, Research Literacy, and Introduction to Research Methods: A Quantitative Approach and provide this knowledge to the students during their twice monthly meetings to help them with their research and statistics courses. Over the last five years, the program has switched from having large portfolio binders completed for each supervised rotation practice experience to using OneNote to document all student activities. Using OneNote allows the students to easily add and update their portfolios and is environmental friendly due to a reduction in paper and plastic page dividers used.

### **Comparability of Educational Experiences**

The DI program director and preceptors communicate frequently about the program. Preceptors are actively involved in assessment of student learning outcomes, serve as Advisory Board members, and some are graduates of the program. Students may complete slight variations of specific activities to meet the competencies at various facilities. However, the preceptors are actively involved in updating rotation competency forms and are committed to ensure students receive the knowledge and skills necessary to be a competent dietetic practitioner. Each preceptor identifies activities and competencies

that students can successfully complete at each facility. The DI Director makes sure to send interns to a variety of sites to meet all required competencies. In addition, preceptors contact the program director when they are not able to provide or meet the standards, such as the preceptor leaving. The DI Director has built trust with the preceptors and is able to contact a preceptor to help out and ensure program success. The program and preceptors are dedicated to providing a high quality and comparable internship experience.

### **Actions Taken to Maintain Curricular Strengths and Address Areas for Improvement**

Feedback in the graduate and alumni surveys suggests that students need to have courses focused solely on dietetic study. Nutrition Assessment has been added to the undergraduate curriculum and is planned to be offered to graduate students in the future. This course could replace one of the research courses the students currently take and be offered before the students start their clinical rotations to update their medical nutrition therapy knowledge closer to the beginning of supervised practice.

In addition, the DI Director is following leads and is contacting RDs at clinical facilities that are already under contract but have not taken students in the past 5 years due to staffing issues. Some current clinical facilities are not taking students at the moment but plan on being available starting in the spring semester. For example, the RD preceptor at Huntsville Memorial Hospital took the Clinical Nutrition Manager position at Conroe Regional Medical Center (CRMC) two months ago. To get acclimated to the facility and train a new RD, CRMC is holding off on students this fall but is willing to take them in the spring. Additional acute care and long term care facilities are being sought to relieve the pressure off current preceptors when sites are unavailable or unable to take an intern. This will ensure that students receive supervised practice experiences that meet the competencies and teach them necessary skills and knowledge to succeed in the program and the profession.

**3. Directions:** Include supporting documents with your narrative or in the appendices.

**4. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *On-going Curricular Improvement* (check only one):

#### **Meets**

<input type="checkbox"/>
<input checked="" type="checkbox"/>

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

#### **Partially Meets**

<input type="checkbox"/>
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Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### **Does Not Meet**

<input type="checkbox"/>
--------------------------

Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 15: Responsibilities of the Program Director

The director of the program must have the authority, responsibility and sufficient time allocated to manage it. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by administration.

#### Guideline 15.1

The program director must be responsible for assuring that all ACEND accreditation standards, policies and procedures are met; however, this can be achieved by managing or overseeing other individuals assigned to complete ACEND-related tasks. ACEND responsibilities should be included in the job description of the program director or the job description should state that the “program director is responsible for assuring that all ACEND accreditation standards, policies and procedures will be met.”

#### Guideline 15.2

Program director responsibilities must include, but are not limited to the following:

- a. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled interns (such as program admission, retention and completion policies)
- b. Student recruitment, advisement, evaluation and counseling
- c. Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes
- d. Maintenance of the program’s student records, including student advising plans and verification statements; verification statements must be kept indefinitely
- e. Maintenance of complaints about the program received from interns or others, including disposition of the complaint
- f. On-going review of program’s curriculum to meet the accreditation standards
- g. Communication and coordination with program faculty, preceptors and others involved with the program
- h. Facilitation of processes for continuous assessment of program and student learning outcomes

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (15.1-15.2) for *Responsibilities of the Program Director*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Program Director Employment Status and Faculty Position**

The program director, Heather Frazier, MS, RD, LD, is responsible for administration of the program as part of her duties as a full-time faculty member in the Department of Nutrition & Food Sciences (Appendix Q). Ms. Frazier is a Clinical Assistant Professor who has been associated full-time with the Department since 2011 and was an adjunct professor from 2009-2010. In addition, Ms. Frazier is a graduate of the Sam Houston State University Combined MS/DI program, completing her degree and internship in 2006. As program director, Ms. Frazier is responsible for addressing inquiries regarding the program, reviewing DI program applications and meeting with faculty to discuss, advising interns on their supervised practice experiences, and completing the rest of the administrative duties found in the position description. Ms. Frazier must teach a full course load of 4 courses in the fall semester and 4 courses in the spring semester. Ms. Frazier teaches courses in the undergraduate (e.g., Advanced Nutrition, Food Science, and Nutritional Pathways) and graduate (Laboratory and Field Experience in Family and Consumer Sciences) programs.



## **Adequacy of Time Allocated**

It was noted in the 2008 PAR report completed by the prior Program Director that a Coordinator was needed to assist the Director with program assessment and management. The DI program is currently allotted 1 FTE, which is used for the program director. The program director is on a 9 month contract (September – May) and teaches 1 to 2 courses during the summer. The DI Director estimates she spends approximately 20% of her time on program responsibilities during the year. She also has worked uncompensated summers since 2011 to revise program materials (e.g., competency forms, DI Handbook, evaluation tools), collecting assessment data, communicating with preceptors, attempting to add additional clinical rotation sites, rotation scheduling, facilitating the updating of legal affiliation agreements with facilities, and orientation for new interns.

In spring 2013, the DI Director met with the Department Chair to discuss her concerns regarding time allocated to maintaining a high quality program. The DI Director asked to teach the graduate course FACS 5379 which is the course designed for the internship practicum. Ms. Frazier currently meets with the students every two weeks before this course for an hour to address student concerns and assist the students during their rotations. Teaching the FACS 5379 course would relieve this pressure for the DI Director and she would be able to meet with the students weekly. The chair allowed Ms. Frazier to teach this course in the spring 2014. When the schedule came out for the following year (2014-2015), Ms. Frazier was not scheduled to teach FACS 5379. These concerns are currently unresolved.

To grow and advance the program, the program director needs one or more of the following to assist with program assessment and management:

1. Release time equivalent to three credit hours during the fall and spring semesters for program administration duties including assessment, planning, implementation and evaluation critical for program effectiveness; summer duties will include necessary administrative duties of the program with appropriate compensation.
2. Teaching duties during fall and spring will not exceed 9 contact hours per semester. The program director is automatically assigned the FACS 5379 course during the fall and spring semesters.
3. Addition of a Program Coordinator. The program coordinator would be responsible for day to day operations of the program which include: arranging supervised practice rotation schedules, advising interns throughout their rotations, and communicating with preceptors and the DI Director as needed.

## **Role of Program Director in Developing, Maintaining, and Updating Policies and Procedures for the Program**

The program director is responsible for developing and revising program policies and procedures and communicating them to all interested parties. Program materials including the Program Brochure (Appendix R), website Information (<http://www.shsu.edu/academics/family-and-consumer-sciences/graduate/msddip.html>), Intern Handbook (Appendix S), rotation competency forms, and evaluation tools are reviewed every summer for accuracy and compliance with current accreditation standards. Policies and procedures are updated as needed based on feedback from Advisory Board members and communication with preceptors, department faculty, and students throughout the year. For example, a selection committee was created in the last five years to review applications from students applying to the dietetic internship program. This policy change was implemented and added to the DI Brochure and posted to the website for prospective interns and other interested parties.

## **Role of Program Director in Student Recruitment, Advising, Evaluation and Counseling**

The program director is the primary person responsible for intern recruitment, advising (except for graduate program), evaluation and counseling. The Graduate Director for the Department of Family and Consumer Sciences is responsible for advising students in matters regarding the Master of Science in Dietetics degree. The previous DI program director was the Graduate Director until she left in December 2010. The Graduate Director for the department is currently the DPD Director. Interns are recruited from the DPD program at Sam Houston State University and from outside the university. The DI Director attends events on and off campus to advertise the DI program and fields inquiries (email and face-to-face) that frequently lead to advising on the DI. Students are first accepted into the dietetic internship and then apply to graduate school. The DI Director reviews materials (DICAS application) submitted by applicants during the spring matching process by D&D Digital. The applications are then forwarded to the other selection committee members, i.e., DPD Director and FCS faculty member, for their review. Applicants are ranked based on the likelihood that they are able to perform successfully in the dietetic internship and graduate programs.

The program director reviews intern evaluations at the end of each supervised practice rotation. If a problem arises, the DI Director and intern meet to discuss a plan of action to remedy the situation. The DI Director meets with the interns every two weeks to discuss any issues or concerns and provides additional counseling as needed throughout the program. In addition, the DI Director serves as a reference and writes recommendation letters for program graduates seeking employment.

**Role of Program Director in Maintaining Program Accreditation, Maintaining Records & Issuing Verification Statements**

The program director is responsible for maintaining program accreditation. Annual reports, feeds, and other requirements are completed and submitted throughout the year. The DI Director maintains current student files pertaining to the dietetic internship program. Records for the DI program are kept in a locked file cabinet in the DI Director’s Department office. Program graduate records are maintained by the Graduate Director. The DI Director is also responsible for issuing verification statements after the students have completed the exit survey and graduated from the program. By completing the verification statements, the DI Director is confirming that students have met all program requirements.

**Process for Receiving and Handling Complaints**

The program director is normally the first person to hear of intern or preceptor complaints if the intern and preceptor are not able to work out their differences. The issue is addressed promptly, and is usually able to be resolved quickly. If the DI Director is unable to resolve the problem, a meeting of the Grievance Committee is convened. For example, an intern in the last five years was not meeting preceptor expectations and this issue was voiced to the program director. After meeting with the intern and the preceptor, the DI Director decided the best course of action was to send the intern to another rotation site to finish her hours.

**Role of Program Director in On-going Review of the Program Curriculum**

The program director is responsible for on-going curriculum review as documented in Standard 14. As new accreditation standards are issued or when the program director learns about curricular changes at local, state, or national dietetics meetings, or through the Academy, these are discussed with Advisory Board members and a plan of implementation is agreed upon. Much of this work occurs during the summer months when the teaching load is much lighter for the program director.

**Communication by the Program Director among Program Constituents**

The program director meets at least once a month with the DPD director (graduate faculty) to talk about the DI program and students. The Director communicates with preceptors throughout the year and meets with them in-person when needed. Email is the most frequently used form of communication with program constituents.

**Role of Program Director in Continuous Program Assessment of Student/Intern Learning Outcomes**

The program director is also responsible for student learning and program outcomes assessment. Program completion, RD exam pass rates, and graduate employment rates are reviewed on at least a yearly basis. In addition, the program director reviews student evaluation forms at the end of each rotation and discusses student progress with the student. The DI Director double checks evaluation forms and ensures the student completes the exit survey prior to issuing a verification statement. Evaluation forms were modified to meet the 2012 IP Standards and to meet program needs.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a formal job description of the program director listing responsibilities.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Responsibilities of the Program Director* (check only one):

**Meets**

<input type="checkbox"/>
<input type="checkbox"/>

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 16: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

#### Guideline 16.1

In addition to the program director, other full-time or adjunct faculty (such as practitioners) must teach profession-specific courses in the program

#### Guideline 16.2

- a. Program faculty, including the program director, must meet the college/university's criteria for appointment, if the program is sponsored by a college/university.
- b. Preceptors must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising interns.
- c. The program must have a process for the periodic review of the effectiveness of faculty and preceptors.

#### Guideline 16.3

- a. New faculty members, instructors, and teaching assistants must be provided an orientation to the mission, goals, values, and educational philosophy of the dietetics program
- b. Preceptors must be provided orientation to the supervised practice objectives and professional competencies before assuming responsibilities

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (16.1-16.3) for *Faculty and Preceptors*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Summary of Program Faculty and Preceptors and their Qualifications**

In addition to the program director, there are currently two additional tenure/tenure track PhD faculty members representing Family and Consumer Sciences and Sociology. One is the DPD Director who is also a registered dietitian. These two faculty members teach the core courses for the Master of Science in dietetics program (FACS courses and statistics). Students are allowed to choose their minor. Therefore, faculty teaching the minor courses vary depending on the minor chosen.

There are currently 16 supervising or "primary" preceptors in medical nutrition therapy, food service management, and community nutrition rotations associated with the program. There are many additional RDs at various hospitals and other facilities who also supervise students. All preceptors in clinical facilities are Registered Dietitians. Preceptors who are not RDs have appropriate education and training to meet the needs of the students and provide them with knowledge and skills necessary to be successful. Preceptors in the clinical setting are RDs and meet the requirements to work in hospitals and long term care facilities. Preceptors in community and food service management settings have appropriate qualifications such as RD, CDM, CFPP and may or may not have a master's degree.

#### **Analysis of Qualifications of Program Faculty Teaching Food and Nutrition Courses**

Since the previous program director resigned, the majority of the FACS graduate courses are being taught by the DPD program director Dr. Valencia Browning-Keen (Appendix T). The current program director, Heather Frazier, was not able to teach graduate level courses until 2014 when she had accrued 18 doctorate course hours. She taught the intern practicum course FACS 5379 in spring 2014. The table below illustrates faculty qualifications:

Faculty	Title	MS Courses Taught	Experience
Valencia Browning-Keen, PhD, RD, LD	Assistant Professor, Didactic Program in Dietetics Director, Graduate Director for FACS	FACS 5383 Research Problems  FACS 5330 Seminar in FACS Research  FACS 5367 The Consumer and Food Technology  FACS 5375 Seminar in Recent Developments in FACS  FACS 5379 Laboratory and Field Experience In FACS	<ul style="list-style-type: none"> <li>• 25+ years teaching experience</li> <li>• Registered Dietitian for 30 years</li> <li>• 25 years of work experience as a Clinical Nutrition Manager and Clinical Dietitian</li> <li>• 10 years of work experience as a WIC nutritionist</li> <li>• Recipient of several research grants</li> <li>• Supervision of graduate student research</li> </ul>
Heather Frazier, MS, RD, LD	Dietetic Internship Director and Clinical Assistant Professor	FACS 5379 Laboratory and Field Experience in FACS	<ul style="list-style-type: none"> <li>• 3 years teaching experience</li> <li>• Registered Dietitian for 7 years</li> <li>• 3 years of work experience as a Clinical Dietitian</li> <li>• Doctoral student</li> </ul>

**Analysis of Adequacy of Faculty and Preceptors Relative to Curriculum and Diversity of Practice**

The number and expertise of program faculty and preceptors is adequate to meet program goals. Each faculty member was hired to teach courses based on their education and training. The areas of clinical nutrition, community nutrition, and food service management fields are represented. The DPD Director, who is responsible for the majority of FACS graduate classes, is a Certified Nutrition Educator and has extensive clinical and community experience. She is also successful in research and service. Having one faculty member teach a majority of the FACS graduate courses is not ideal for diversification of content areas as one individual cannot be an expert in all areas of dietetics. A search is currently underway for a full-time PhD professor for the DPD program. When this individual is hired, they will be able to teach the FACS graduate courses.

**Analysis of Program Faculty Qualifications Relative to Criteria for Appointment**

The program director and all graduate faculty members that teach in the program are employees of Sam Houston State University. The entire graduate faculty, with the exception of the program director, has a terminal degree for their field. The program director is currently a doctoral student at Rocky Mountain University of Health Professions working towards her PhD in Health Promotion and Wellness. She has her MS from Sam Houston State University. These qualifications meet the institution’s criteria for appointment.

**Selection of Program Preceptors**

The program director identifies new preceptors through cold calling potential hospitals in the area and referrals from current preceptors, students, and program graduates. Sometimes new preceptors are identified when program graduates become employed in the area and make contacts. The new preceptor database from ACEND (<http://www.eatright.org/ACEND/content.aspx?id=6442464994>) is also utilized. Primary preceptors must be able and willing to supervise interns, complete evaluations at the end of the supervised practice rotation, and communicate with the program director on a regular basis. In addition, the preceptor must be able to provide enough hours per week to support the rotation's hour requirement.

### Number and Credentials of Primary Preceptors

Currently, there are 8 primary preceptors providing clinical rotations with two of them also providing food service management rotations. There are also four community primary preceptors. In total, there are 16 primary preceptors in clinical, food service management, and community nutrition. All preceptors in clinical facilities are Registered Dietitians. Preceptors who are not RDs have appropriate education and training and are able to share their knowledge and provide adequate experience with the students. The table below illustrates preceptor credentials/licensure and number of years of experience post credentialing:

Primary Preceptor Last Name	First Name	Degrees/Credentials	Rotation	Years of Experience Post Credentialing
Berno	Stephanie	RD, LD	Community	19
Carlson	Elizabeth	CDM, CFPP	Food Service Management	
Darville	Laura	MS, RD, LD	Clinical & Food Service Management	
Davis	Kasandra	RD, LD	Food Service Management	3
Dean	Anna	MS, RD, LD, CTTS	Clinical	4
Hopkins	Merry Jo	MPH, RD	Community	11
Kim	Carly	RD, LD	Clinical	8
Lindley	Stephanie		Community	
Lott	Daphne	MS, RD, LD	Clinical	
Mickens	Denisha		Community	
O'Bannon	Amy	MS, RD, LD	Clinical	7
Presley	Melanie	MS, RD, LD	Clinical & Food Service Management	12
Tapia	Henry		Food Service Management	
Taylor	Tara	MS, RD, LD	Clinical	
Tippins	Candice		Community	
Wagner	Stacy	RD, LD	Clinical	22

### New Preceptor Orientation

As new primary preceptors are identified, the DI Director contacts them via email or phone to discuss rotation objectives and expected learning outcomes. Rotation competency forms and evaluation forms are also discussed. The DI Director will meet face to face with a new preceptor at their request. If the individual decides to become a preceptor for Sam Houston State University and meets the requirements, an affiliation agreement is initiated by either the DI Director or the facility/agency. A new site introduction letter (Appendix U) is sent to the new preceptor along with a copy of the competency forms (Appendix H). When questions arise about the affiliation agreement, either from the university or facility/agency, the DI Director addresses them. The average length of time to obtain a new preceptor for out students from initial contact to signing of the contract is normally 6 months to 1 year. Before the preceptor receives their first student, the DI Director sends them a PowerPoint Presentation to orient them further to the program and discusses how to be an effective preceptor (Appendix U).

### Process for Evaluation of Preceptors

Preceptor evaluation is done on an on-going basis. At the rotation sites, students may work independently at times but are always overseen by a primary preceptor. Normally only one intern at a time is in a clinical and food service management facility. Community sites normally have one to two interns at a time while the Houston Food Bank may have five or six (due to their preference and need for dietetic interns). Students may interact with many other registered dietitians during the course of a supervised practice rotation. Students are required at the end of every rotation to evaluate preceptors. The program

director reviews the evaluations at the end of each rotation when the students turn in their evaluation forms during the twice a month meetings. Students are also able to openly discuss their preceptors during the meetings with the DI Director. However, if the student wants to discuss preceptor concerns privately, the program director will meet with the student individually. In addition, the students complete an evaluation of the preceptor at the end of each supervised practice rotation. The DI program director is able to evaluate preceptor performance through in-person, email and phone communication throughout the year. The program relies on qualified preceptors to provide stellar training of future dietetics professionals. The primary preceptors are dedicated to working with the next generation and work hard to ensure they receive excellent training.

**Summaries of Student Feedback and Preceptor Evaluations**

When describing preceptors during evaluations, intern feedback included comments such as “overall rotation was an excellent learning experience,” “truly one of the best community nutrition rotations,” “really enjoyed the Houston Food Bank, great first rotation,” and “could not have asked for a better rotation site and I would not change a thing.” Specific preceptors who were mentioned included: “Pieter Hollaar (Huntsville Memorial Hospital) is a great resource, he is full of stories and knowledge,” “Kelly Kroiss (RD at Kindred Spring) is super smart and patient,” “Erica Robinson (RD at Memorial Medical Center Livingston) was an excellent teacher and mentor,” and “Henry Tapia (Huntsville ISD) has a lot of experience and enjoys sharing it.”

Interns also offered constructive criticisms such as “wished experience could have been longer” (Huntsville WIC-increased WIC rotations from three weeks to four weeks in 2011) and “not receptive to needs, unprofessional,” “Center under transition, very busy but did make time for intern” (both referring to Senior Center of Walker County which had recently hired a new director and new kitchen manager during this time).

The DI program director is very grateful for the high level of commitment and professionalism modeled by the preceptors. In recognition of their continued service to the Sam Houston State University DI program, students took homemade goodie baskets to their preceptors with personalized thank you cards during the 2013 holiday season.

**On-Going Training of Preceptors**

On-going preceptor training occurs throughout the year. The DI program director emails primary preceptors to orient them to new standards, revision of competency or evaluation forms, and other issues that affect their supervision of students. Preceptors are advised of the opportunity for continuing professional education through the Dietetics Preceptor Training Program offered for free by the CDR (<http://www.cdrnet.org/news/online-dietetics-preceptor-training-course-free-of-charge>). Due to increased revenue for the DI program through increased number of applicants, the DI program director is planning to host CPE events at least once every two years.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include information regarding faculty qualifications and faculty orientation materials.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Faculty and Preceptors* (check only one):

**Meets**

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

- Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

- Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 17: Continuing Professional Development

Program faculty, including the program director and preceptors, must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession.

#### Guideline 17.1

- a. All faculty members should receive on-going training to become proficient in the use of the program's technology and educational methodologies.
- b. All faculty members, including preceptors, instructors, and teaching assistants should receive on-going training based on evaluation by the program director and feedback from interns.
- c. All faculty members, including preceptors, should be familiar with the purpose of ACEND's accreditation process and intent of the standards.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (17.1) for *Continuing Professional Development*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Program Director, Faculty and Preceptors' Professional Growth Activities**

The DI Director and DPD Director attend AND FNCE and Texas Academy of Nutrition & Dietetics (TAND) FNCE occasionally. In the last three years, the DI Director and DPD Director attended one NDEP Area 4 meeting. The DI Director is a member of AND, TAND, and the Nutrition and Dietetic Educators and Preceptors (NDEP) group. The DPD Director is a member of AND, TAND, NDEP, Oncology, American Society of Nutrition and Behavior, Nutrition Education, and Healthy Aging, and AAFCs. The DPD Director maintains an active research program which includes grant writing and publication in peer reviewed journals. The Department of Family and Consumer Sciences supports professional development of faculty and encourages faculty to attend local, state, and national meetings. The DI and DPD Directors complete at least 75 hours of continuing professional education activities every 5 years in order to maintain their RD credential through the Professional Development Portfolio process. Preceptors that are RDs must also maintain 75 hours of continuing education. The DPD Director is also a Certified Nutrition Educator (CNE) from Society for Nutrition Education. The DI Director is in a PhD program and receives continuing education through the doctoral courses.

#### **Program Director, Faculty and Preceptor Activities for the Advancement of the Profession**

The program director, faculty, and preceptors advance the profession of dietetics by maintaining membership in professional organizations, attending local meetings and annual conferences of those organizations, and serving as preceptors for dietetic interns, and participating in legislative actions related to food and nutrition. The DPD Director serves on the Head Start Advisory Board in Walker County. Preceptors hold memberships in the Academy of Nutrition in Dietetics, American Diabetes Association, American Society of Parenteral and Enteral Nutrition, and National Kidney Foundation.

#### **Learning about ACEND's Accreditation and the Accreditation Standards**

All faculty members, including preceptors, learn about the purpose of ACEND's accreditation and the accreditation standards from discussion with the DI Director. The benefits of feedback are emphasized to strengthen the program and identify weaknesses.



### Recent Professional Achievement by Program Director, Faculty, and Preceptors

Within the last five years, professional achievements by the program director and faculty (DPD Director) have included awards, publications, presentations, grants, membership, and leadership in professional organizations. The DI Director received the CHSS Outstanding Non-Tenure Track Faculty Award 2012-2013 and gave a presentation on Evidence-Based Practice at the AND FNCE in 2013. Ms. Frazier is currently a PhD student at the Rocky Mountain University of Health Professions where she is specializing in Health Promotion and Wellness and Dr. Browning-Keen and she work on numerous projects together for the benefit of both programs. Ms. Frazier has a passion for environmental science issues as well. The DPD Director, who also serves as the Graduate Director for the Department, is the advisor to SHSU Student Dietetic Association (SHSDA) and has received grants for on-line instruction, Navajo WIC program, and a childhood obesity project in Walker County to name a few. She has also given numerous presentations on nutrition related topics at Sam Houston State University, Harris Manchester College in Oxford England, at the AND Annual Dietetics in Health Care Communities (DHCC) Conference and at the 16<sup>th</sup> Annual International Congress of Dietetics in Sydney. Some of her work has been published in the *Texas Family and Consumer Sciences Research Journal*, *Journal of Family and Consumer Sciences*, Oxford Press, *The Chemical Educator*, and *International Federation of Home Economics International Journal* and has been asked to be on the Fall UN DPI/NGO panel regarding Focus on Families to Improve Sustainable Development and Eradicate Poverty by Providing Basic Conditions of Empowerment.

### Improvement of Teaching and Learning with New Knowledge and Skills

The DI Director and faculty use new knowledge and skills to improve teaching and learning in the program. The information learned from meetings at professional organization is incorporated into the graduate courses. For example, one of the classes the students take (FACS 5375) covers trends in dietetics. The national conferences help identify hot topics trending in the profession and this information is passed to the students. Gaining new knowledge also lets the faculty understand changes that are occurring in the field and if information has become outdated or obsolete. The new knowledge and skills allow the students to get the latest and most accurate information pertaining to dietetics.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include a summary of continuing professional development of the faculty especially in relation to teaching responsibilities.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Continuing Professional Development* (check only one):

#### Meets

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. No compliance problems are present.                                 |
| <input type="checkbox"/>            | 2. Compliance problems exist, but all are being resolved successfully. |

#### Partially Meets

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

#### Does Not Meet

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

## Program Staff and Resources

### Standard 18: Program Resources

The program must have the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the program or other financial information, such as percentage of department budget allocated to support the program, must be sufficient to produce the desired outcomes.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard for *Program Resources*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### Administrative, Technical, and Other Support Services Available

The DI program budget is administered through Sam Houston State University. The departmental secretary handles payment of all expenses from the DI program account. Technical and administrative assistance is provided to the secretary and the DI Director to operate the account. The DI program director is responsible for day-to-day program operations while students are completing their supervised practice rotations. The departmental secretary supports the program by transferring application fees to the DI program account, handling express mail requests related to program business, paying bills related to the program, ordering office supplies, and securing rooms for program meetings as needed, e.g., Advisory Board meeting, new student orientation. The Department offers additional support by paying for travel to conferences and meetings, the Annual Program Maintenance Fees to AND, and covered 50% of the cost of the accreditation site visit. The College of Humanities and Social Sciences covered the other 50% cost of the accreditation site visit. The Sam Houston State University System Attorney frequently assists the DI Director with establishing affiliation agreements between the university and supervised practice rotation facilities/agencies. The following support services are also available:

- The Margaret Lea Houston Building (MLHB) is located on the west side of campus and houses the Department of Family and Consumer Sciences in which the Dietetic Internship Program is located. There is approximately 16,000 sq. ft. of classroom space for the face to face classes, laboratories, storage, and office spaces for faculty and staff.
- Adequate laboratories for foods and related areas exist in the space. The foods laboratory has both residential and commercial equipment. A complete range of audio-visual equipment is available to the faculty and students.
- The department offices and classrooms have desktop computer systems, all of which are networked to the university's computer system. In addition, the MLHB houses a state-of-the-art computer laboratory with 24 computers on the first floor that is open and staffed forty hours per week. There is a total of twelve computer labs across the SHSU main campus. Three of these are general use labs for students and the other eight labs are used for classroom instruction and are open to students whenever a class is not scheduled. All labs are equipped with Windows 7 workstations, DVD-RW drives, scanners, printers, USB ports for access with compatible flash/USB drives, and other peripheral items.
- Graduate students in the program have access to the graduate office on the first floor that includes two computers and a printer/scanner. This office is only for graduate students of the MS in Dietetics and MS in FCS programs. Internet access is available through the university for students who bring their own laptops. Nutrition textbooks and research manuals are available in the graduate student office for student use.
- The Newton Gresham Library serves the research needs of the Sam Houston State University community. The library holds over 1.3 million books, bound periodicals, and government documents and a variety of formats, including multimedia, digital collections, microforms, microfiche, phonograph records, videotape, and newspapers. Other groups of materials housed in the Newton Gresham Library include paperbacks for recreational reading, current

periodical issues, new books, and a children's literature collection. A multimedia lab, music listening room, study carrels, a small lounge area furnished with vending machines, and a copy center, including a public fax machine, are provided for the convenience of students and faculty. Library holdings information may be electronically accessed through an online catalog from hundreds of library and campus computer workstations, as well as remotely via the Internet.

- A team of professional librarians, support staff, and student assistants provide reference, interlibrary loan, circulation, acquisitions, and other library services to the faculty, staff and students of the University.
- The Library assigns a professional librarian to serve as bibliographer to the Department of Family and Consumer Sciences. The bibliographer provides professional expertise in selecting library materials, conducting library education sessions, and assisting with research.
- The Nutrition Care Manual is available to students through the Library's online database.
- The university has an Office of Research and Sponsored Programs that promotes and supports academic research conducted by SHSU faculty, staff, and graduate and undergraduate students. ORSP oversees many of the most important aspects of research development leading to significant scholarly contributions in all fields, including the IRB submission and review process, research compliance training, and proposal development for grants and other sources of project funding. The Office of Research and Sponsored Programs assists researchers with funding-related matters prior to the awarding of funds.

### Revenue Sources Available to Accomplish Program Goals

As addressed in Standard 1 budgeting process, DI revenue sources include a \$30 application fee and \$3,000 yearly budget obtained from \$100 internship fee per student attached to the FACS 5379 course. The Department of Family and Consumer Sciences O&M budget provides funding for the program. The internship fee is small and represents only 3% of the cost of one semester for a graduate student. These revenue sources are adequate to accomplish program goals and are used to pay for DI Director's AND membership, program materials (e.g. texts, RD exam review guides), office supplies, recruitment materials, new student orientation materials, and liability insurance.

### Analysis of the Adequacy of Resources

Financial, administrative, and technical resources are adequate to meet program outcomes. The DI program budget helps ensure there are funds available that are designated only for use by the DI Director to go towards the program. If the Texas State Legislature decides to reduce funding, which has occurred in the last few years, the program's budget is not affected.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Resources* (check only one):

#### Meets

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. No compliance problems are present.                                 |
| <input checked="" type="checkbox"/> | 2. Compliance problems exist, but all are being resolved successfully. |

#### Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

## Program Staff and Resources

### Standard 19: Supervised-Practice Facilities

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that facilities are able to provide supervised practice learning experiences compatible with the competencies that interns are expected to achieve.

#### Guideline 19.1

- a. A program under the Didactic Nutrition and Dietetic Education Program standards is not required to demonstrate compliance with Standard 19 and its guidelines if it does not provide supervised practice to its students.
- b. Agreements must be signed by administrators with appropriate authority in advance of placing students/interns
- c. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (19.1) for *Supervised-Practice Facilities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Policy and Procedures for Selecting Facilities for Supervised Practice**

Facilities must meet the following minimum qualifications to be considered for a supervised practice rotation:

1. Located within 1.5 hours of Huntsville, Texas.
2. In good standing with The Joint Commission and/or State of Texas.
3. Able to provide a variety of experiences to meet rotation competencies (e.g. serve diverse populations with various conditions, perform aspects of the Nutrition Care Process).
4. Does not use interns to replace RD or any other position.
5. Clinical facilities (hospitals, long-term care facilities, etc.) must have at least one full-time RD preceptor to supervise intern.
6. Preceptors provide a minimum of 24 hours per week to meet intern's minimum hour requirements.

#### **Evaluation of Facilities**

To evaluate the adequacy and appropriateness of the facilities, students must complete a facility evaluation at the end of each rotation. These evaluations are reviewed by the program director when the students submit the forms after they complete the rotation. Program graduates also provide feedback on facilities through the Alumni Survey distributed every one and three years post-graduation. In addition, the DI Director visits the facilities and meets on-site with the supervising preceptor at least once every five years to evaluate adequacy and appropriateness.

## Summary and Analysis of Facility Evaluations

The DI Director most recently evaluated facilities used for medical nutrition therapy, food service management, and community rotations at site visits conducted in the spring of 2011. This was the first semester the current DI Director was hired by Sam Houston State University to oversee the program. During this time, preceptors informed the DI Director of facility strengths and areas for improvement that could impact a student's experience. Furthermore, this time provided an excellent opportunity for the DI Director to tour the facilities, meet the preceptors, and clarify resources available. The site visits provided the program director with a better understanding of the experiences the students would have during the rotations. Facilities were also able to communicate how many students they would like at one time and for how long. For example, St. Joseph Regional Medical Center indicated they could take 2 clinical and 2 food service management students every semester, but not at the same time. In addition, it was noted that Conroe Regional Medical Center had its own dialysis center where students rotated there for one week. Therefore, students interested in renal experience could be assigned to this facility.

Based on preceptor and student feedback, each medical nutrition therapy and food service management facility is adequate to provide a range of experiences. However, not all feedback regarding facilities has been positive. For example, when a new preceptor replaced the former preceptor at Trinity Head Start in 2012, she was not receptive to students coming to her facility. This facility was removed from the rotation list which left two Head Start facilities. These two remaining facilities enjoyed the students and will welcome more than one student at a time. In addition, feedback of facilities was also used to remove the Walker County Extension Office in fall 2012. This site was removed as the comments from students revealed the facility was no longer providing nutrition related experiences for the students. The program director confirmed the students' assessments before removal of the site.

Based on preceptor feedback, the DI Director discovered that many clinical rotation sites host students from more than one program, limiting the number of students that can be sent to the facility during any given semester or year. Some sites will take one student per year while others will take one to three per semester. Preceptor turnover is another concern and a site may become unavailable for a year while waiting for a new dietitian to be hired, trained, and then agreeing to be a preceptor for SHSU. Due to turnover and preceptors becoming unavailable at several sites, new clinical sites are continuously being sought. In the last 2 years, three new contracts were approved with an acute care hospital, a senior living community and an outpatient group that provides health coaching. Currently two contracts are in progress for two acute care hospitals. One of these hospitals has three locations that are appropriate for the Dietetic Internship Program.

## Policy and Procedures for Maintaining Written Agreements with Facilities

The policy and procedures for maintaining written agreements with institutions, organizations and/or agencies where students are placed for supervised practice includes:

1. Before an intern is placed with an institution/organization/agency, the DI Director will ensure that an Affiliation Agreement is developed and signed by the appropriate facility representative and the President of Sam Houston State University (Appendix V).
2. When a new Affiliation Agreement is in place, the DI Director will inform the supervising preceptor.
3. The DI Director, working with the preceptor, will schedule interns to begin supervised practice at the facility.
4. One original copy of the Affiliation Agreement will be kept at the facility and one original copy will be kept in the DI Director's office.

## Timeline for Updating/Establishing Affiliation Agreements

The Affiliation Agreements with facilities are either set to renew automatically unless cancelled by either party (SHSU or facility) or expire every three to four years, depending on the facility. The DI Director reviews all Affiliation Agreements in the fall in order to identify those with impending expiration dates. The majority of the clinical facilities will initiate a new contract and will contact the DI Director to start the process. If the facility does not initiate, the DI Director will contact the facility and start the process if they agree to continue to be a site for the program.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include sample affiliation agreement and policies and procedures for supervised-practice facilities.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Supervised-Practice Facilities* (check only one):

**Meets**

X

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

--

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

**Does Not Meet**

--

Plans to address compliance problems are not viable or have not been developed.

## Students

### Standard 20: Student Progression & Professionalization

The program must have systems to maximize the likelihood that all interns who are accepted into the program will successfully complete it with the knowledge, skills and professional values required for practice.

#### Guideline 20.1

- a. Prospective interns must receive information about the requirements to become a practitioner, including education, viable routes to supervised practice and passage on the credentialing exam.
- b. Interns should be assessed for their ability to be successful in the program and dietetics profession.
- c. The program's system of monitoring student performance should provide for the early detection of academic difficulty.
- d. The program should have progression policies that take into consideration professional behavior and academic integrity.
- e. Interns must have access to remedial instruction such as through tutorial support.
- f. Interns must have opportunities to learn professional behaviors and expectations, including public service and the service to the profession as preceptors and mentors.
- g. Student input must be solicited and considered for programmatic and curricular improvement.
- h. Interns with minimal chances of success in the program should be counseled into career paths that are appropriate to their ability.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (20.1) for *Student Progression & Professionalization*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### Developing a Culture of Learning and Professionalism

**Codes of Conduct:** Students are provided with their roles and responsibilities as dietetic interns in the Intern Handbook (Appendix S). The code of conduct is updated every summer and reviewed with students during orientation. The DI Director and faculty emphasize that each course and rotation experience builds upon itself. For example, when students come to the end of their clinical rotations, they are expected to complete two weeks of staff relief. As they progressed in their practice experiences, they are growing in their knowledge and skills to be ready to function as an entry-level dietitian. Each semester and year is bringing additional responsibilities. The code of conduct does not currently emphasize that each year of education is bringing them closer to being a practitioner. This will be added to the next updated version of the program handbook.

**Peer Teaching:** In 2014, a peer mentoring program was established by the DI Director. Current students were paired with incoming students to help orient and prepare them for the program. The current students were receptive and willing to impart their knowledge, skills, attitudes, and professional behaviors they learned to the next group. During the fall semester, the peer mentors will be guiding and teaching their mentees in community nutrition. This will establish and perpetuate a culture of learning.

#### Information for Prospective Interns Regarding Becoming a Practitioner

When prospective interns contact the DI director, they are provided the *Becoming a Registered Dietitian* fact sheet provided by the Academy of Nutrition and Dietetics and the link to the Education and Professional requirements AND page (<http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8143>).

## **Prospective Intern Assessment during Admission**

The program seeks interns that will successfully complete the MS in Dietetics degree and dietetic internship program. When reviewing DICAS applications, the DI Selection Committee gives attention to the prospective interns overall GPA (>3.0), recommendation letters, and personal essay. Recommendation letters and GPA help identify a student's strengths and weaknesses in academics and ability to work well individually and in a group environment. In addition, the committee members are looking for leadership, motivation, creativity, good communication skills, ability to work in groups and independently, and emotional maturity. Students of various backgrounds and diversities are ranked and placed in the D&D Digital matching service. The selection of interns is determined through the matching process. The program has had males and females, as well as various ethnic groups represented over the last five years. Once a student is accepted into the program, the DI Director and faculty are committed to seeing the student succeed in the program.

Sam Houston State University has an accredited DPD undergraduate program. The DI program director and DPD program director have agreed to look at filling 20% or 2 spots in the dietetic internship with qualified applicants from the DPD program. From 2009 to 2013, 7 Sam Houston State University DPD undergraduates have successfully completed the DI program. There are currently 3 Sam Houston State University DPD students in the DI program with 2 more Sam Houston State University DPD students starting fall 2014. The Sam Houston State University undergraduate students must follow the same application procedures as the other applicants and go through the matching process.

## **Performance Expectations**

The program has developed and employed criteria that set performance expectations for tests and evaluations used for selecting and retaining students who have the potential to be successful in the program and the profession. Each intern will meet with the Program Director at least once every two weeks to assess student progress and to guide the student in pursuit of completion of the program.

Performance of students is measured through the grades they make during the graduate program and from their final rotation evaluation from preceptors. Students are provided the following criteria in the Intern Handbook (Appendix S):

- Interns are expected to successfully complete a comprehensive exam over each rotation gaining a score of at least 80%. This exam will be taken at the end of each rotation (end of semester).
- Students not receiving an appropriate score will be allowed one retake to attain the score.
- If the intern receives a failing grade for the semester he/she will be asked to leave the program.
- If an intern receives a grade of two C's or lower in course requirement for completion of the master's degree, he/she will be asked to leave the program.
- If an intern makes a "C" on their final rotation evaluation form, he/she will have to complete additional work/supervised practice.

Student performance is also measure through performance evaluations by preceptors and Sam Houston State University faculty. Students can also be give formal warnings for inappropriate behavior. Students are provided the following criteria in the Intern Handbook (Appendix S):

- If the intern performs at less than a "B" level in any rotation, the intern will be provided an opportunity to bring their grade up to a "B" by completing additional work/supervised practice within a defined period of time (usually one to two weeks – more if circumstances warrant it). The DI Director and intern will meet to discuss the program difficulties during the rotation and make arrangements to compete the additional work.
- If the extra time and practice are not sufficient, the intern will be subject to dismissal, pending review of the reasons for the poor performance and the intern's inability to complete the remedial action. The review will consist of the Department Chair, DI Director, preceptor, and intern.



- **Examples of inappropriate behavior include:** complaint by the supervising RD for chronic tardiness and/or missed work, insubordination to faculty or staff and theft. Other behaviors may warrant formal warning upon consultation with the supervising RD and DI Director. If the intern receives **a total of three (3) warnings from at least two (2) different sites**, the intern may be asked to leave the program at the discretion of the DI Director.

At the end of the program, interns complete a mock RD exam. This exam is mirrored after the RD exam given by CDR and assesses intern knowledge in the four domains (principles of dietetics, nutrition care for individuals and groups, management of nutrition programs and services, and foodservice systems). Interns must successfully pass this exam with 80% or better before they receive their verification statement. Criteria for this exam is provided to students in the Intern Handbook (Appendix S).

If a student is not doing well, faculty and preceptors are encouraged to contact the DI Director. The DI Director will counsel the student and try to help them be more successful. If the students are not doing well on exams or in their rotations and are deemed no longer to have the scholastic ability, professional behaviors and academic integrity necessary to be successful in the program or internship, and remediation has negligible impact, the student is asked to leave the program and counseled on a more appropriate career pathway.

**2. Directions:** Include supporting documents with your narrative or in the appendices.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Progression & Professionalization* (check only one):

**Meets**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. No compliance problems are present.                                 |
| <input checked="" type="checkbox"/> | 2. Compliance problems exist, but all are being resolved successfully. |

**Partially Meets**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

**Does Not Meet**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

## Students

### Standard 21: Student Complaints

The program or sponsoring institution must produce and make available to interns a complaint policy that includes procedures to be followed in the event of a written complaint related to the ACEND accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how to submit a complaint to ACEND for unresolved complaints related to the ACEND accreditation standards.

#### Guideline 21.1

- a. Students should be advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted.
- b. The program or sponsoring institution must provide information about the complaint policy to interns upon entry into the program.
- c. The program or sponsoring institution must maintain a chronological record of student complaints related to the ACEND accreditation standards, including the resolution of complaints for a period of five years.
- d. The program or sponsoring institution must allow inspection of complaint records during on-site evaluation visits by ACEND.

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (21.1) for *Student Complaints*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Student Complaints**

Students are advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted. The complaint process is detailed in the Dietetic Internship Handbook provided to interns at Orientation prior to starting the program. The Complain Process Policy as found in the Intern Handbook (Appendix S):

#### **Complaint Process**

If at any point in the program, the student feels that an evaluation (written or verbal) or criticism is unfair and not justified or the preceptor has an issue with the student, the following steps will be taken:

1. The first and easiest method is for the intern to speak with the individual preceptor to try and work out the differences.
2. If the problem cannot be resolved in Step 1, the DI Director should be approached. The intern/preceptor should review the problem/situation in its entirety and present any information available. A written memo explaining the reason for the grievance should also be submitted. The DI Director will meet separately with both the intern and the preceptor to hear all issues. The DI Director will make a decision regarding the problem.
3. If the problem cannot be resolved in Step 2, the DI Director will convene a meeting of the Grievance Committee. The Committee will consist of one individual from Nutrition Faculty, the Department Chair and one individual from the Department of Family and Consumer Sciences. The intern, preceptor, and DI Director will present the issues separately. The committee will present their decision and recommendations. All parties will abide by the decision of this committee and sign the decision statement.
4. After all avenues with SHSU and DI program have been exhausted, you may submit your complaint or grievance to ACEND. ACEND will review complaints that relate to a program's compliance with the Eligibility Requirements and Accreditation

Standards or with published accreditation policies. The Commission is interested in sustained quality and continuous improvement of dietetics education programs, but does not intervene on behalf of individuals, or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students. More information can be found on the ACEND website: <http://www.eatright.org/ACEND/content.aspx?id=7975>.

### Records & Availability of Student Complaints

A chronological record of student complaints related to the ACEND accreditation standards, including resolutions, is kept for five years in the program director’s office. The records will be available for inspection during the on-site evaluation visit by ACEND.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include the complaint policy.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Complaints* (check only one):

#### Meets

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

#### Partially Meets

- Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

#### Does Not Meet

- Plans to address compliance problems are not viable or have not been developed.

## Students

### Standard 22: Information to Prospective Students & the Public

The program must provide clear, consistent and accurate information about all program requirements to prospective interns and the public at large. All information about the program specified below must be readily available to prospective interns and the public. If various print and electronic methods are used, such as a catalog, program bulletin, brochure and Web site, all of the information must be in one place or each must provide references to where the remaining information can be found.

#### Guideline 22.1

Information about the program must include at least the following:

- a. Description of the program, including mission, goals and objectives that will be monitored for program effectiveness
- b. A statement that program outcomes data are available on request.
- c. Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable
- d. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other program-specific costs, in addition to application fees and tuition
- e. Accreditation status, including the full name, address, and phone number of ACEND
- f. Admission requirements for all pathways and options for which the program is accredited
- g. Academic and program calendar or schedule
- h. Graduation and program completion requirements for all pathways and options for which the program is accredited

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guideline (22.1) for *Information to Prospective Students & the Public*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

#### **Program Information**

All required program information is contained in the program brochure (Appendix R) and Family and Consumer Sciences Website (<http://www.shsu.edu/academics/family-and-consumer-sciences/graduate/msddip.html>). The brochure is emailed to prospective applicants and distributed at recruitment fairs at the local, state, and national level. The Graduate Catalogue for Sam Houston State University provides a current and accurate description of the Master's program in Dietetics (<http://www.shsu.edu/graduate-catalog/2013-2015/family-and-consumer-sciences/master-of-science-in-dietetics.html>). The Master of Science in Dietetics program can also be found by searching through the Master Degrees offered website (<http://www.shsu.edu/programs/master-of-science-in-dietetics/>). The brochure and websites are available to prospective interns and the public at large.

The DI Director is responsible for updating the handbook and brochure on an annual basis to ensure accuracy and consistency of program information. The program director is also responsible for updating the information about the program on the department website. The Graduate Director is responsible for updating the Master of Science degree in Dietetics website pages through Graduate Studies. When prospective interns call or email the DI Director for program information, they are sent the program brochure and made aware of the websites, normally through email. This is because the majority of prospective applicants will contact the DI Director via email or prefer to have materials sent to their email account. However, if the student requests program information and does not have Internet access, a hard copy of the brochure can be mailed.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include information provided to prospective students and the public.

**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Information to Prospective Students & the Public* (check only one):

**Meets**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. No compliance problems are present.                                 |
| <input checked="" type="checkbox"/> | 2. Compliance problems exist, but all are being resolved successfully. |

**Partially Meets**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

**Does Not Meet**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

## Students

### Standard 23: Policies & Procedures

Program policies, procedures and practices related to student recruitment and admission must comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity. The program must have written policies and procedures that protect the rights of enrolled interns and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised practice component must be provided to interns on a timely basis in a program handbook.

#### Guideline 23.1

The following policies and procedures must be provided to students/interns. They are required by institutional/regional accreditation and ordinarily published in the university/college catalog or program handbook. Non-university based programs may provide them in a program handbook.

- a. Withdrawal and refund of tuition and fees
- b. Scheduling and program calendar, including vacation and holidays
- c. Protection of privacy of student information
- d. Access to personal files
- e. Access to student support services, including health services, counseling and testing and financial aid resources

#### Guideline 23.2

The following policies and procedures specific to dietetics programs must be provided to interns, such as in a program handbook:

- a. Insurance requirements, including those for professional liability
- b. Liability for safety in travel to or from assigned areas
- c. Injury or illness while in a facility for supervised practice
- d. Drug testing and criminal background checks if required by the supervised practice facilities
- e. Educational purpose of supervised practice to prevent the use of interns to replace employees
- f. Filing and handling complaints from interns and preceptors that includes recourse to an administrator other than the program director and prevents retaliation
- g. If the program grants credit or supervised practice hours based on an assessment of prior learning or competence, it must define procedures for evaluating equivalency of prior education or experience to the knowledge and/or competencies covered by the courses or rotations for which the credit is granted. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
- h. Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment or rotation of a planned learning experience
- i. Program retention and remediation procedures when student performance does not meet criteria for progressing in the program
- j. Disciplinary/termination procedures
- k. Graduation and/or program completion requirements for all options including maximum amount of time allowed for completing program requirements in place at the time student enrolls
- l. Verification statement procedures ensuring that all interns completing requirements as established by the program receive verification statements and are submitted to CDR for eligibility for the RD examination

**1. Directions for Writing the Narrative:** Describe how your program currently meets or plans to meet standard and guidelines (23.1-23.2) for *Policies & Procedures*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. The following points may also be useful for developing well-structured responses:

- areas of strength,
- areas of non-compliance or weakness, and
- your plans and timelines to achieve the criteria if your program is not meeting the standard and guidelines or has an area of weakness, and
- plans to improve your program above and beyond the standards and guidelines.
- If information in support of a standard is missing, please explain.

### **Policies and Procedures**

Written policies and procedures for the dietetic internship are provided to students/interns in the Intern Handbook (Appendix S) during orientation. In addition, a copy of the handbook is posted on the Dietetic Interns organizational page in Blackboard. Students receive a hard copy of the handbook at Orientation and are provided directions on finding the handbook on Blackboard. The handbook is placed on Blackboard (password protected) to ensure that students have access to the handbook at all times, internet access permitting.

### **Policies and Procedures for Recruitment and Admission into the Program**

Prior to the current program director, students had to apply to graduate school and meet minimum graduate school guidelines for consideration for matching for the dietetic internship. This additional application process may have kept some prospective students from applying. The current DI Director encouraged students to first apply for matching to the dietetic internship program. If the student is matched, he/she must then apply to graduate school. This policy change was implemented in the 2012-2013 program year.

During recruitment of students, Sam Houston State University's nondiscrimination and equal opportunity policy is enforced. Our program encourages diversity. Recruitment efforts and the change in admission policy have resulted in an increase of applicants to the dietetic internship program. In 2011 and 2012, 14 and 19 applicants respectively applied to the dietetic internship for Round 1 of matching. By 2013, this number had increased to 39 applicants, almost double of the previous year. This number held constant for 2014 with 38 applicants applying to the program.

### **Admission Criteria for the Program**

Applicants must meet the following requirements prior to unconditional admission to the Combined MS in Dietetics & Dietetic Internship Program in the Department of Family and Consumer Sciences at Sam Houston State University. Application to the Dietetic Internship Program and Graduate School are two separate processes. Students that are matched to the DI program must apply to graduate school.

Application criteria as identified on the Program website (<http://www.shsu.edu/academics/family-and-consumer-sciences/graduate/msddip.html>):

#### Dietetic Internship Program

- Applicants must hold a baccalaureate degree from an accredited college or university by the time the internship begins.
- Students must have a minimum 3.0 Undergraduate GPA or  $\geq 3.0$  in last 60 hours.
- Completion of the GRE within the last 5 years. A score of 295 or higher on combined verbal and quantitative portions of GRE is preferred.
- Completion of a Didactic Program in Dietetics (DPD), accredited by Accreditation Council for Education in Nutrition and Dietetics (ACEND) or evidence of completing all but one semester of coursework in an undergraduate DPD. Didactic Program in Dietetics ("DPD Program") Verification Statement of program completion with original signature to be submitted before internship begins.
- Completion of the online centralized internship application: Dietetic Internship Centralized Application System (DICAS).

- Participation in Computer Matching: Applicants must register online at [D&D Digital](#) for computer matching and select dietetic internship priority choices by 11:59 p.m. Central Time on February 15. SHSU Code No. is 225.
- Pay the SHSU Dietetic Internship Application Fee.

#### Graduate School

- GPA and GRE requirements same as for the Dietetic Internship Program (above).
- Submission of the following to Graduate Admissions:
  - Official transcript from baccalaureate granting institution.
  - Official GRE scores (general).
  - Two letters of recommendation that discuss the applicant's suitability for graduate school.
- International Students – The Test of English as a Foreign Language (TOEFL) is required of nonnative speakers of English. Minimum score of 550 paper based, 79 (iBT internet-based test), or IELTS score of 6.5.

The DI Director created the Selection Committee to ensure nondiscrimination and equal opportunity for all students. The Selection Committee, consisting of the DI Director, Graduate Director, and one non-nutrition department faculty member, rank applicants based on the student's GPA, GRE scores, recommendation letters from dietetic professionals, statement of personal and professional philosophy, and honors, awards, activities, and previous work/volunteer experience. The Selection Committee discusses which applicants have the potential to be successful in both the dietetic internship and graduate program. A final recommendation is made. The DI Director then enters the names of potential students into the D&D matching system.

#### **Equitably & Protection of Rights of Application during Admission Procedures**

The program adheres to the Sam Houston State University nondiscrimination policy. Sam Houston State University is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran status, age, or disability in its educational programs, activities, admissions or employment practices as required by Title XI of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statues and University policy. Inquiries concerning these statues and information regarding campus accessibility should be referred to the Director of Human Resources, Box 2356, Huntsville, TX 77341-2356, (936) 394-1062. This information is included in the Intern Handbook and the DI Director is responsible for ensuring that applicant rights are protected.

#### **Intern Handbook**

The DI Director provides students with the Intern Handbook during their orientation held one to two weeks prior to the start of school and supervised practice rotation experiences. The handbook contains all written policies and procedures specified in Guideline 23.2. Students are also provided with information on how to find the handbook on the Dietetic Intern organizational page located in Blackboard.

Examples illustrating the equitable application of policies and procedures found in the program handbook include the following:

1. A Selection Committee is used to evaluate prospective students and decisions are based on selection criteria to ensure admission decisions are based on objective measures.
2. Regardless of where students complete their supervised practice rotations for clinical, food service management, and community nutrition, each student uses the same evaluation forms and rotation competency forms to mark their progress. Students also follow the same guidelines for creating their Internship Portfolio to document their activities in their rotations.
3. All students are required to complete a minimum of 1200 supervised practice experience hours. If a student is sick or has a family emergency that causes them to miss supervised practice hours, they must make these hours up.
4. All students are required to meet all core and Community Research & Wellness competencies at the adequate proficiency level and complete all other program requirements before receiving a verification statement.

**2. Directions:** Include supporting documents with your narrative or in the appendices. Be sure to specifically include general and program-specific policies and procedures.



**3. Directions:** Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Policies & Procedures* (check only one):

**Meets**

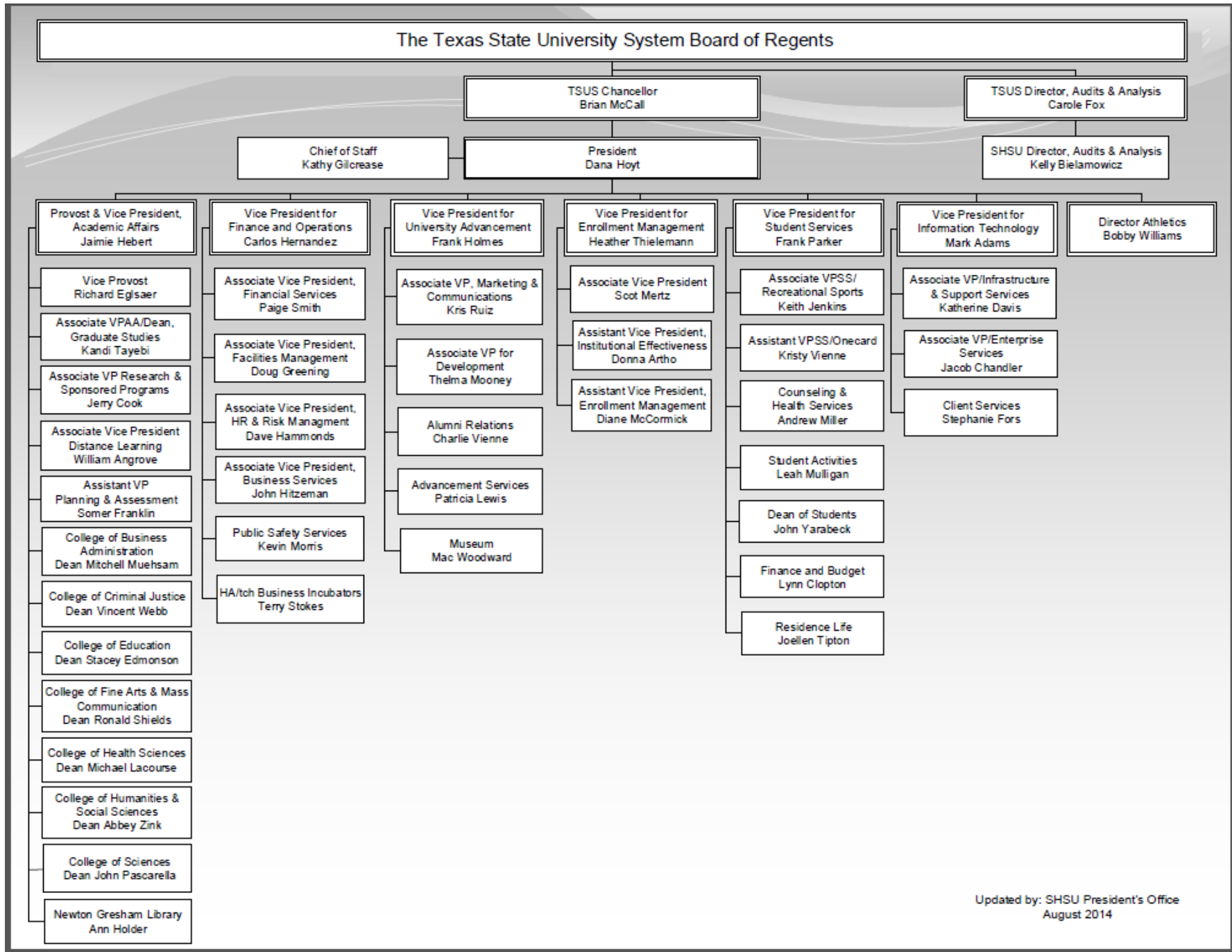
- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

**Partially Meets**

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

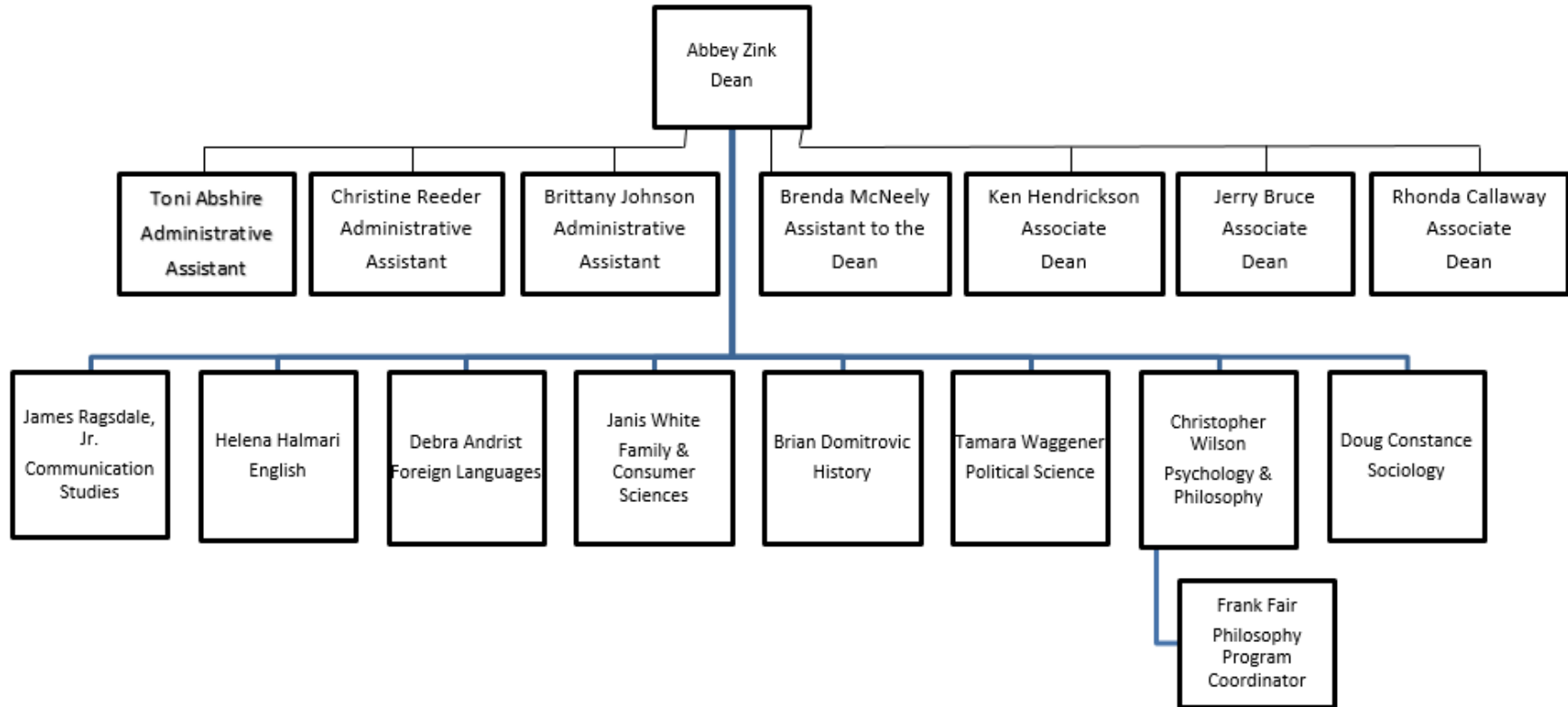
**Does Not Meet**

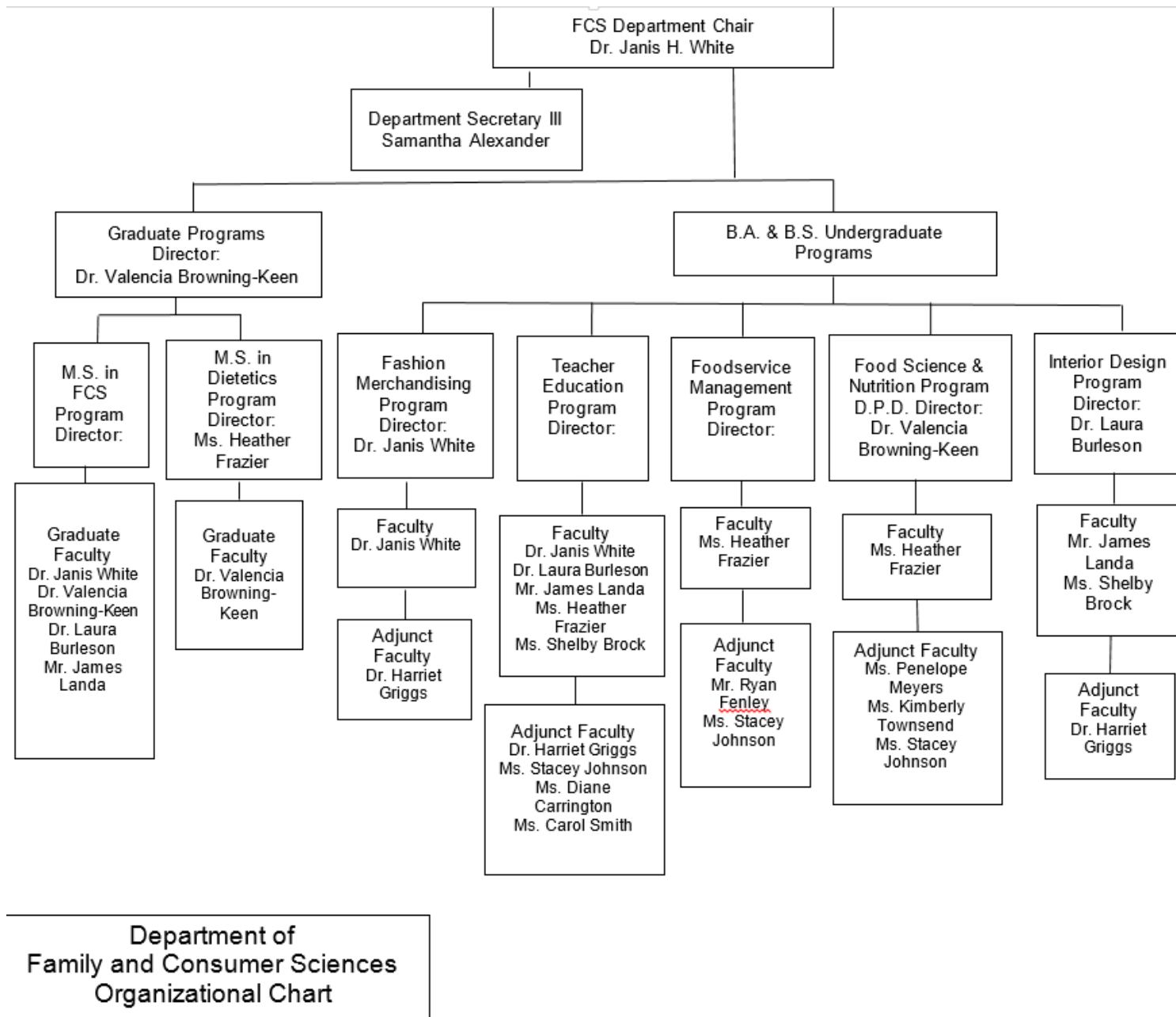
Plans to address compliance problems are not viable or have not been developed.



Updated by: SHSU President's Office  
August 2014

College of Humanities and Social Sciences  
Organizational Chart





**Department of  
Family and Consumer Sciences  
Organizational Chart**

# M.S. in Dietetics

[Program Description](#) | [Admission](#) | [Degree Requirements](#) | [Courses](#)

## Program Description

Designed to meet the needs of the combined Master of Science degree and Sam Houston Dietetic Internship Program, this plan of study combines the master's degree requirements with nine hours of practicum in area preceptor sites and a 12-hour minor in one of the following: business, education (counseling), psychology (counseling), or health. The comprehensive examination must be taken in the major and the minor. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered. A thesis is not part of the program. The Sam Houston Dietetic Internship Program is developmentally accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Telephone (312) 899-4873, ext. 5400; website: [www.eatright.org](http://www.eatright.org).

## Admissions

Students seeking admission to the graduate program in Dietetics and dietetic internship must complete the following requirements and submit all documents to the Office of Graduate Admissions:

1. [Graduate Application](#)
2. [Application fee](#)
3. Official transcript from baccalaureate granting institution, including the transcript that shows the date the undergraduate degree was conferred
4. Official GRE scores
5. Two letters of recommendation that discuss the applicant's suitability for graduate study
6. Completed DICAS (Dietetic Internship Centralized Application Service) application and fee
7. Dietetic internship application fee (to DI Director)
8. Participate in D&D Digital Systems
9. Verification of completion from an accredited DPD program.

A holistic review of each student's application file will be completed on a competitive basis.

## Degree Requirements

### M.S. in Dietetics

Item	Requirement	Options	Hours Required
1	Specified Courses	<i>Choose all from:</i> <a href="#">FACS 5383 &lt;FCS 583&gt; Research Problems</a> <a href="#">FACS 5330 &lt;FCS 530&gt; Seminar in Family and Consumer Sciences Research</a> <a href="#">FACS 5367 &lt;FCS 567&gt; The Consumer and Food Technology</a> <a href="#">FACS 5375 &lt;FCS 575&gt; Seminar in Recent Developments in Family and Consumer Sciences</a> <a href="#">FACS 5379 &lt;FCS 579&gt; Laboratory and Field Experience in Family and Consumer Sciences</a> <sup>1</sup> <a href="#">SOCI 5314 &lt;SOC 543&gt; Social Statistics</a>	24
2	Secondary Field	<i>Choose four from:</i> Graduate courses in an approved field <sup>2</sup>	12
<b>TOTAL</b>			<b>36</b>

#### Notes:

<sup>1</sup> [FACS 5379 <FCS 579>](#) is taken three times for a total of nine hours.

<sup>2</sup> Selections must be approved by the Graduate Advisor.

## Courses

[Family and Consumer Sciences \(FACS\)](#)

[Sociology \(SOCI\)](#)

### Components of the SHSU DI Program

The DI Program in the Department of Family and Consumer Sciences at Sam Houston State University is offered on a part-time basis requiring sixteen months to complete. There is one cohort of no more than ten students beginning each fall semester. At the beginning of the first fall semester interns attend an orientation to the program for a review of the policies and procedures and receive the *SHSU Handbook*. The supervised practice experience is part of the graduate coursework (9 hours) and totals 912 hours; 288 hours of research are completed during the program. Rotations for each concentration are as follows:

<b>Medical Nutrition Therapy (336 hours)</b>	<b>Food Service Systems Management (240 hours)</b>	<b>Community (336 hours)</b>	<b>Research (288 hours)</b>
Clinical/Hospital Long Term Acute Care Health Diagnostic Laboratory	School Food Service Hospital Food Service	Food Bank WIC Senior Center Head Start	Community Research & Wellness Project

Interns are to obtain a **minimum of 24 hours** each week at their scheduled preceptor site but should consult with each site director regarding attendance and work scheduling as required by each particular site.

Interns must have reliable transportation for travel to sites located in, but not limited to: Huntsville, Bryan/College Station, Montgomery, Conroe, Trinity, Tomball, The Woodlands, Coldspring, Livingston, Houston, and the Greater Houston Area. Mileage will vary from 2 miles to 110 miles for travel one way from Huntsville to preceptor sites during the internship.

Interns receive a copy of their personal schedule at the orientation to the DI program; they are informed that schedules are subject to change due to responses from affiliated facilities (e.g., staff member leaving, vacation by the preceptor, etc.).

Curriculum providing supervised practice and didactic learning activities to support supervised practice for various conditions for numerous populations and diverse cultures:

- **Clinical/Hospital Rotations** (336 hours): As an introduction to clinical care, the intern will learn about the role of a registered dietitian in a hospital and/or medical center. Emphasis will be placed on various medical conditions but not limited to cardiology, diabetes, gastroenterology, renal, oncology, surgery, pediatrics/neonatology, and nutrition support/critical care. The intern will be able to complete the nutrition care process, including appropriate chart documentation and implementation of nutrition intervention in an acute care setting. The intern will distinguish the roles of each health care member and participate in interdisciplinary team meetings.
- **Food Service Rotations** (240 hours): This experience will provide the intern with exposure to all aspects of the food service operation including daily procedures as well as the managerial functions of the Food Service Director in a hospital food service setting and school food service setting. The interns will operate in all areas of foodservice that includes menu planning, ordering, receiving, storage, delivery, production and management of providing foodservice for employees, staff, and other clientele.
- **Community Rotations** (336 hours): In this rotation, the intern will be exposed to the role of the dietitian in the community setting with various populations and diverse cultures. Emphasis will be on nutrition education and communication skills. Interns will be able to recognize the nutritional needs of the population being served and be able to construct appropriate educational presentations and written materials to inform the target audience about nutrition. Some community sites include: WIC, senior centers, food banks, and head start facilities.
- **Research Rotation** (288 hours): In this experience the interns will create and implement a research project focusing on the health and wellness of the community. The interns will work in groups to complete the research process. The rotation culminates with the groups completing a written report for publication and presenting their findings to the class.

## Current Vita

Heather Frazier, MS, RD, LD

Department of Family and Consumer Sciences  
Sam Houston State University  
SHSU Box 2177  
Huntsville, Texas 77341-2177  
936-294-1986, [hrf007@shsu.edu](mailto:hrf007@shsu.edu)

### EDUCATION

Ph.D. in Health Promotion and Wellness, in progress. Rocky Mountain University of Health Professions, Provo, UT.  
M.S. in Dietetics, December 2006. Sam Houston State University, Huntsville, TX.  
B.S. in Food Science and Nutrition, May 2005. Sam Houston State University, Huntsville, TX.  
B.S. in Environmental Science, May 2002. Sam Houston State University, Huntsville, TX.

### PROFESSIONAL LICENSURE AND CERTIFICATIONS

Registered Dietitian, credentialed 2007 - present  
Licensed Dietitian in the State of Texas

### PROFESSIONAL EXPERIENCES

8/11 – present: Clinical Assistant Professor, Sam Houston State University, Huntsville, TX.  
1/11 – present: Dietetic Internship Director, Sam Houston State University, Huntsville, TX.  
5/07 – 1/11: Clinical Dietitian, Huntsville Memorial Hospital, Huntsville, TX.  
1/09 – 12/10: Adjunct, Sam Houston State University, Huntsville, TX.

### PROFESSIONAL MEMBERSHIP

Academy of Nutrition and Dietetics  
Texas Academy of Nutrition and Dietetics

### AWARDS AND RECOGNITIONS

Outstanding Non-Tenure Track Faculty Award. Sam Houston State University. April 2013.

### CONFERENCE PRESENTATIONS

#### 2013-2014 Academic Year

“New Tool for Assessment and Evaluation: Assisting Patients Who Have Questionable Information.” *Presentation at the annual food and nutrition conference and expo of the Academy of Nutrition and Dietetics. October 22, 2013. Houston, TX.*

### TEACHING

**Teaching Interests:** Medical Nutrition Therapy, Nutrition Education, Life Cycle Nutrition, Food Environment, Community Nutrition

#### **Courses**

Sam Houston State University  
FACS 1367 – Basic Nutrition  
FACS 1441 – Food Preparation and Selection  
FACS 2362 – Nutrition  
FACS 2441 – Meal Management in Hospitality  
FACS 3367 – Food Science  
FACS 3370 – Nutritional Pathways  
FACS 3445 – Quantity Food Purchasing, Preparation and Service  
FACS 4378 – Advanced Nutrition  
FACS 5379 – Laboratory and Field Experience in Family and Consumer Sciences

### UNIVERSITY SERVICE

Graduate Advisor, Department of Family and Consumer Sciences at Sam Houston State University, January 2011 – December 2013.



Texas State Board of Examiners of Dietitians

certifies that the person identified below is a

Licensed Dietitian  
Heather Renee Frazier

License Number DT81029  
Control Number 16046

Expires 8/31/2014

*Heather Renee Frazier*  
Cardholder Signature

*Janet Hall*  
Presiding Officer



Texas State Board of Examiners of Dietitians

certifies that the person identified below is a

Licensed Dietitian  
Heather Renee Frazier

License Number DT81029  
Control Number 21721

Expires 8/31/2016

Cardholder Signature

*Janet Hall*  
Presiding Officer



Registered Dietitian™



Registered Dietitian Nutritionist™

Commission on Dietetic Registration

CDR certifies that  
Heather R. Frazier  
has successfully completed  
requirements for dietetic registration.

*eat right.* Academy of Nutrition and Dietetics

Signature:

Registration/L.D. Number:

966370

Registration Payment Period:  
09/01/2012 - 08/31/2017

Registered Dietitian™ (RD™)  
Registered Dietitian Nutritionist™ (RDN™)

*Kathryn L. Stewart* MA, RDH, CDE, CDN  
Chair, Commission on Dietetic Registration

Please see information on reverse side of card.

*eat right.* Academy of Nutrition and Dietetics

MEMBERSHIP CARD FOR:

Heather R Frazier

Membership Year June 1, 2014–May 31, 2015

Category Active Member # 966370

Your Signature:

Donna S. Martin, EdS, RD, LD, SNS | Treasurer



**2328 SAM HOUSTON STATE UNIVERSITY**  
**Internship Program**

Testing Year	First Attempt in Calendar Year			Repeat Administrations Within One Year		Testers Within One Year of First Attempt	
	Examinees N	Passed N	Passed %	Admins N	Passed N	Examinees N	Passed N %
2009	6	5	83	1	0	6	5 83
2010	8	5	63	5	2	8	7 88
2011	10	7	70	2	2	10	9 90
2012	10	10	100	0	0	10	10 100
2013	9	8	89	1	1	9	9 100
Total	43	35	81	9	5	43	40 93

*\* All data are accurate as of December 31 of the previous calendar year.*

**Program Assessment Summary Matrices (Standard 7)**  
**Assessment Period from 2009 to 2013**

**Background:** Program Assessment Planning Summary Matrices are used to document both whether the program has met its goals over the past five-years (columns A-G), and to document future plans for the next five years (columns A-F). At the end of five years, a fully-completed form is submitted to summarize how well the program has achieved objectives that support program goals, and a new form is completed to reflect any updates to the mission, goals and objectives over the next five years.

**Directions:** When submitting completed plans for the past five years, you may attach your original forms (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-G is provided: List the objectives (desired outcomes) that accompanied each program goal. Describe the data assessed and the source for each outcome measure. Specify the assessment methods, identify the individuals or groups responsible for ensuring that assessments took place along with the timeframe for collecting the data, and the actual outcomes achieved over the past five-year lifetime of the plan.

When submitting plans for the next five years, complete new summary matrices or copy your past five-year matrices, and update them to reflect your mission, goals and objectives for the next five years (columns A-F). Leave column G blank.

**Program Assessment Summary Matrices (Standard 7)  
Assessment Period from 2009 to 2013**

**Mission of the Dietetics Program (Standard 4)**

The mission of the SHSU Dietetic Internship (DI) Program is to provide excellent supervised practice experience and high quality graduate education that will impart to interns appropriate educational and professional competencies essential for entry-level dietetic practitioners. The professional practice experiences in dietetics coupled with the Master of Science degree in Dietetics with a recommended minor in Health/Fitness, Business, Psychology, Education, and/or Counseling enhance the professional caliber of the graduates in this program. This background enables graduates to enter the rapidly expanding field of dietetics with greater professionalism and educational knowledge and service.

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

Goal #1 – The Program will direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitian.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> Over a 5-year period, 90% of enrolled students will complete program requirements within 3 years.	Graduation records from the Office of Student Records	Review graduation records annually.	Program Directors & Committee on Student Retention	Identify students at risk Advisor meets with students to make sure they are on track. Etc....	Annually each June  (on-going)	Not Met: 67% of enrolled students completed program requirements within 3 years.
Alumni will achieve over a 5-year period a pass rate of at least 80% on the RD exam.	RD exam results from the ACT and ACEND.	Review reports from ACT/CDR biannually and the cumulative 5-year summary report from ACEND for 2009 to 2013.	Program Director & ACEND	Students meet admission and program criteria prior matching. Students must complete an RD review course prior to graduation. Students must complete a Mock RD exam with a score of 80% or better before graduation.	Annually each August  (on-going)	Met: A pass rate of 81% over 5 years was achieved.
90% of students will achieve a satisfactory rating for all competencies/learning outcomes.	Evidence of student attainment of competencies from Portfolio.	Review portfolio at end of fall and spring semester.	Faculty & Preceptors & Students	Identify students at risk Program director reviews portfolios at the end of each semester Preceptor notifies program director of issues during rotation	Biannually each May & December.  (on-going)	Met: 100% of students achieved a satisfactory rating for all competencies/ learning outcomes.

Over a 5-year period 70% of program graduates who sought employment in dietetics will be employed within 12 months of program completion.	Survey results from alumni.	Review alumni surveys every 5 years.	Program Director	Students referred to career services at Sam Houston State University Program director forwards job postings to graduates	Every 5 years.  (on-going)	Met: 97% of students who sought employment were employed within 12 months of program completion.
The mean rating of knowledge base that employers will give program graduates in their employ will meet or exceed the rating of satisfactory on surveys.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director and faculty advise students on appropriate career paths prior to graduation.	Every 3 years.  (on-going)	Met: Superior was the mean rating of knowledge base employers gave program graduates in their employ.
Students will achieve a grade of 80% or better on the end of semester and Mock RD exam.	Exam scores from FACS 5379 course.	Review exam grades at the end of each fall and spring semester and annually for Mock RD exam grades.	Program Director	Faculty provides a study guide for end of semester exam. Students complete RD review course prior to taking Mock RD exam.	Biannually each May & December.  Annually each December.  (on-going)	Not Met: 71% of students achieved a grade of 80% or better on the end of semester exams. 96% of students achieved a grade of 80% or better on the Mock RD exam.
Students will receive satisfactory or better score on effectiveness of performance on tasks by employers.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director and preceptors make sure students satisfactorily complete all competencies.	Every 3 years.  (on-going)	Met: Superior rating was received on effectiveness of student performance on tasks by employers.
In comparison to other dietitians our graduates will receive a rating of average or better from employers.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director and faculty provide education and knowledge to students so they are able to function as well as their peers.	Every 3 years.  (on-going)	Met: Superior rating was received by our graduates in comparison to other graduates.

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

Goal #2 – Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> External grant funding increases 10% in the next 5 years.	Data from grants and contracts office.	Review data quarterly. Discuss funding activity during faculty reviews.	Program Director	Send faculty to grant writing workshops. Provide internal seed money for new faculty.	Quarterly June '05 – May '10 (on-going)	Met: External grant funding increased 18% over 5 years.
When surveyed 90% of students will indicate with satisfactory rating or better that the rotation sites provided adequate supervised experiences.	Survey results from facility evaluation.	Review surveys twice annually.	Program Director & Students	Review student feedback on faculty. Evaluate adequacy of sites on a regular basis. Remove sites that are not providing adequate experiences.	Biannually each May and December.  (on-going)	Met: 97% of students indicated with satisfactory rating or better that the rotation sites provided adequate supervised experiences.
80% of students will rate preceptors on surveys as satisfactory or better for providing appropriate learning opportunities.	Survey results from preceptor evaluation.	Review surveys twice annually.	Program Director & Students	Provide feedback to preceptors.	Biannually each May and December.  (on-going)	Met: 96% of students rated preceptors as satisfactory or better for providing appropriate learning opportunities.
Dietetic internship preceptors shall maintain a student-to preceptor ratio that is consistent with the agency's norm.	Student to preceptor ratio from site audit.	Review audit data annually.	Preceptors	Allow preceptors to determine number of interns at facility at one time.	Annually each May.  (on-going)	Met: The ratio is 1.25 preceptors to 1 student for the fall semester when there are 2 cohorts and ~1:1 ratio in the spring semester.

On exit, 90% of graduates will indicate that rotation sites were adequate.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Review feedback from students every semester. Remove facilities that are no longer appropriate.	End of program in December. (on-going)	Met: 100% of students indicated rotation sites were adequate.
95% of students will indicate on surveys that all rotation tasks were useful.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Program director and faculty explain importance of tasks.	End of program in December. (on-going)	Not Met: 21% of students indicated that all rotation tasks were useful.
90% of the graduating interns will indicate that their goals were met in the DI program.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Students identify their goals prior to starting to program. Program director discusses goals with students.	End of program in December. (on-going)	Met: 93% of students indicated their goals were met during the program.
85% of employers will indicate an overall desirability score of 3 or greater for graduates of the SH DI program.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director forwards appropriate jobs to interns from potential employers. Program director provides recommendations.	Every 3 years. (on-going)	Met: 100% of employers indicated overall desirability score of superior (score of 1) for graduates of the SH DI program.
When surveyed, 90% of students will indicate with a rate of satisfactory or better with respect to monitoring, encouragement and support from faculty and preceptors.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Program director meets regularly with students outside of class. Faculty is involved in student development.	End of program in December. (on-going)	Met: 100% students indicated satisfactory or better for staff support.
85% of the students entering the DI program will complete it within 24 months.	Data from retention figures.	Review data every 2 years.	Department of Family and Consumer Sciences Faculty	Program director encourages students to complete program in timely manner.	Every two years. (on-going)	Met: 89.3% of students entering the DI program completed it within 24 months.

## **Program Assessment Summary Matrices (Standard 7)** **Assessment Period from 2014 to 2018**

**Background:** Program Assessment Planning Summary Matrices are used to document both whether the program has met its goals over the past five-years (columns A-G), and to document future plans for the next five years (columns A-F). At the end of five years, a fully-completed form is submitted to summarize how well the program has achieved objectives that support program goals, and a new form is completed to reflect any updates to the mission, goals and objectives over the next five years.

**Directions:** When submitting completed plans for the past five years, you may attach your original forms (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-G is provided: List the objectives (desired outcomes) that accompanied each program goal. Describe the data assessed and the source for each outcome measure. Specify the assessment methods, identify the individuals or groups responsible for ensuring that assessments took place along with the timeframe for collecting the data, and the actual outcomes achieved over the past five-year lifetime of the plan.

When submitting plans for the next five years, complete new summary matrices or copy your past five-year matrices, and update them to reflect your mission, goals and objectives for the next five years (columns A-F). Leave column G blank.

**Program Assessment Summary Matrices (Standard 7)  
Assessment Period from 2014 to 2018**

**Mission of the Dietetics Program (Standard 4)**

The mission of the SHSU Dietetic Internship (DI) Program is to provide excellent supervised practice experience and high quality graduate education that will impart to interns appropriate educational and professional competencies essential for entry-level dietetic practitioners. The professional practice experiences in dietetics coupled with the Master of Science degree in Dietetics with a recommended minor in Health/Fitness, Business, Psychology, Education, and/or Counseling enhance the professional caliber of the graduates in this program. This background enables graduates to enter the rapidly expanding field of dietetics with greater professionalism and educational knowledge and service.

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

Goal #1 – The Program will direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitian.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
<b>Example:</b> Over a 5-year period, 90% of enrolled students will complete program requirements within 3 years.	Graduation records from the Office of Student Records	Review graduation records annually.	Program Directors & Committee on Student Retention	Identify students at risk Advisor meets with students to make sure they are on track. Etc....	Annually each June  (on-going)	Not Met: 67% of enrolled students completed program requirements within 3 years.
Alumni will achieve over a 5-year period a first time pass rate of at least 80% on the RD exam.	RD exam results from the ACT and ACEND.	Review reports from ACT/CDR biannually and the cumulative 5-year summary report from ACEND for 2014 to 2018.	Program Director & ACEND	Students meet admission and program criteria prior matching. Students must complete an RD review course prior to graduation. Students must complete a Mock RD exam with a score of 80% or better before graduation.	Annually each August  (on-going)	
Students will achieve a grade of 80% or better on the end of semester and Mock RD exam.	Exam scores from FACS 5379 course.	Review exam grades at the end of each fall and spring semester and annually for Mock RD exam grades.	Program Director & Faculty	Faculty provides a study guide for end of semester exam. Students complete RD review course prior to taking Mock RD exam.	Biannually each May & December.  Annually each December. (on-going)	
90% of students will achieve a satisfactory rating for all	Evidence of student attainment of	Review portfolio at end of fall and spring semester.	Faculty & Preceptors &	Identify students at risk Program director reviews	End of program in December.	



competencies/learning outcomes.	competencies from Master Checklist.		Students	portfolios at the end of each semester to make sure students are on track Preceptor notifies program director of issues during rotation	(on-going)	
Over a 5-year period 70% of program graduates who sought employment in dietetics will be employed within 12 months of program completion.	Survey results from alumni.	Review alumni surveys every 5 years.	Program Director	Students referred to career services at Sam Houston State University Program director forwards job postings to graduates	Every 5 years. (on-going)	
The mean rating of knowledge base that employers will give program graduates in their employ will meet or exceed the rating of satisfactory on surveys.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director and faculty advise students on appropriate career paths prior to graduation.	Every 3 years. (on-going)	
Students will receive satisfactory or better score on effectiveness of performance on tasks by employers.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director and preceptors make sure students satisfactorily complete all competencies.	Every 3 years. (on-going)	
In comparison to other dietitians our graduates will receive a rating of average or better from employers.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director and faculty provide education and knowledge to students so they are able to function as well as their peers.	Every 3 years. (on-going)	

**Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)**

Goal #2 – Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.

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<b>Example:</b> External grant funding increases 10% in the next 5 years.	Data from grants and contracts office.	Review data quarterly. Discuss funding activity during faculty reviews.	Program Director	Send faculty to grant writing workshops. Provide internal seed money for new faculty.	Quarterly June '05 – May '10 (on-going)	Met: External grant funding increased 18% over 5 years.
When surveyed 90% of students will indicate with satisfactory rating or better that the rotation sites provided adequate supervised experiences.	Survey results from facility evaluation.	Review surveys twice annually.	Program Director & Students	Review student feedback on faculty. Evaluate adequacy of sites on a regular basis. Remove sites that are not adequate.	Biannually each May and December.  (on-going)	
80% of students will rate preceptors on surveys as satisfactory or better for providing appropriate learning opportunities.	Survey results from preceptor evaluation.	Review surveys twice annually.	Program Director & Students	Provide feedback to preceptors.	Biannually each May and December.  (on-going)	
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On exit, 90% of graduates will indicate that rotation sites were adequate.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Review feedback from students every semester. Remove facilities that are no longer appropriate.	End of program in December.  (on-going)	
95% of students will indicate on surveys that all rotation tasks were useful.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Program director and faculty explain importance of tasks.	End of program in December.  (on-going)	
90% of the graduating interns will indicate that their goals were met in the DI program.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Students identify their goals prior to starting to program. Program director discusses goals with students.	End of program in December.  (on-going)	

When surveyed, 90% of students will indicate with a rate of satisfactory or better with respect to monitoring, encouragement and support from faculty and preceptors.	Survey results from student exit evaluation.	Review survey at end of each group of interns (every 16 months).	Department of Family and Consumer Sciences Faculty	Program director meets regularly with students outside of class. Faculty is involved in student development.	End of program in December.  (on-going)	
85% of employers will indicate an overall desirability score of 3 or greater for graduates of the SH DI program.	Survey results from employers.	Review employer surveys every 3 years.	Program Director	Program director forwards appropriate jobs to interns from potential employers. Program director provides recommendations.	Every 3 years.  (on-going)	
85% of the students entering the DI program will complete it within 24 months.	Data from retention figures.	Review data every 2 years.	Department of Family and Consumer Sciences Faculty	Program director encourages students to complete program in timely manner.	Every two years.  (on-going)	

## Sam Houston State University Dietetic Internship Master Checklist

### Competencies/Learning Outcomes – COMMUNITY ROTATION

Competencies/Learning Outcomes	Rotation Experience	Rotation Evaluation Strategy	Preceptor/Faculty Signature	Date Completed
<p><b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives (outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.).</p>	<p>Perform meal observation and meal audit using <u>meal observation form</u>. Write a report describing the outcomes as they relate to community nutrition.</p>	<p>Report to be evaluated by preceptor. Document in Portfolio.</p>		
<p><b>CRD 1.3</b> Justify programs, products, services and care using appropriate evidence or data.</p>	<p>Participate in community based programs. Supervise activities for 1 day. Review the policies and procedures, goals and objectives specific to the program. Evaluate the effectiveness of the program.</p>	<p>Project evaluated by preceptor. Document in Portfolio.</p>		
<p><b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice.</p>	<p>Read and evaluate 5 current journal articles (w/in 1 yr) that relate to community nutrition (i.e. hunger and food insecurity). Critique articles using the <u>Analyzing Original Research Articles form</u>.</p> <p>Choose a current nutrition topic that is controversial. Explain both sides of the controversy, backing up statements and arguments with scientific evidence.</p>	<p>Articles evaluated by Faculty. Document in Portfolio.</p> <p>Summary evaluated by Faculty. Document in Portfolio.</p>		

<p><b>CRD 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics</p>	<p>Read and examine <i>Code of Ethics for the Profession of Dietetics</i>.</p> <p>Read policy &amp; procedure manual and understand agency funding (government/private).</p> <p>Models acceptable professional behavior throughout experience.</p> <p>Demonstrate ability to communicate effectively- orally and in writing.</p>	<p>Signed statement indicating understanding and agreement to these principles.</p> <p>Preceptor to evaluate.</p> <p>Preceptor to evaluate.</p> <p>Evaluated by Preceptor and Faculty. Document in Portfolio.</p>		
<p><b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)</p>	<p>Revise or develop brochures/handouts/bulletin board or educational materials for target population(s) of the facility.</p> <p>Write a nutrition article for a newspaper or newsletter relative to consumer health, wellness and lifestyle management.</p>	<p>Products evaluated by Preceptor. Document in Portfolio.</p> <p>Article evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (a quality presentation considers life experiences, cultural diversity and educational background of the target audience).</p>	<p>Plan, prepare, present, and evaluate at least one in-service presentation to professional staff. Summarize evaluations. Use <u>Group Performance Form</u> for presentation.</p>	<p>Written lesson plans and performance evaluated by Preceptor. Document in Portfolio.</p>		

<p><b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings.</p>	<p>Actively participate in a community-based health promotion/disease prevention task force, initiative, project, or program. Summarize the mission, goals, objectives, and recent activities. Explain your role in the program.</p> <p>Actively participate in a health fair in the community and assist w/various screenings. Describe the activity and your participation. Complete a health assessment of yourself.</p>	<p>Summary to be evaluated by Preceptor. Document in Portfolio.</p> <p>Summary to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<p>Document how the nutritionist works with other health care team members in providing education and counseling.</p> <p>Document and demonstrate the process of referral. Provide appropriate client referrals to other team members and other health care and social service agencies. The write-up should include characteristics of clients referred and description of how, when, and why a client would be referred.</p>	<p>Preceptor to evaluate. Document in Portfolio.</p> <p>Preceptor to evaluate. Document at least 5 referrals in Portfolio.</p>		
<p><b>CRD 2.8</b> Apply leadership principles effectively to achieve desired outcomes.</p>	<p>Evaluate the screening activities of the agency. Use agency form if available. Summarize your evaluations.</p>	<p>Summary evaluated by Preceptor. Document in Portfolio.</p>		

	<p>Throughout your rotation, you will assist your Preceptor as needed. You must document how you have managed or helped manage the department, program, and service for no less than 3 days as a professional nutritionist. Record decisions that confronted you during the management experience.</p> <p>Participate with a nutritionist in reviewing the state licensure procedures to assure that nutrition services are in line with agency plans and regulations. Review most recent monitoring tool. Complete one on-site review and evaluate licensure compliance. Complete written evaluation and recommendation(s) with the supervisor.</p>	<p>Performance evaluated by Preceptor. Document in Portfolio.</p> <p>Preceptor evaluates student's review, evaluation, and recommendations. Document in Portfolio.</p>		
<p><b>CRD 2.9</b> Serve in professional and community organizations</p>	<p>Attend at least three dietetic continuing education programs offered at the local, regional, state or national level. Summarize learning outcomes from meetings (at least 3). Tell what aspect(s) of the session stimulated your learning and how the presentation applies to practice of professional growth.</p>	<p>Provide proof of attendance to Faculty. Document in Portfolio.</p>		

	1. _____ 2. _____ 3. _____			
<b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (other health professionals include physicians, nurses, pharmacists, etc.).	Record orientation activities to public health services.  Diagram an organizational chart for your community rotation site including divisions, sections, departments, employees, etc.	Record evaluated by Preceptor. Document in Portfolio.  Diagram and summary evaluated by Preceptor. Document in Portfolio.		
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures (professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic).	Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experience.	Performance evaluated by Preceptor. Document in Portfolio.		
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration.	Keep a daily log (journal) of visits, topics of discussions, working assignments, etc. Record observations or participation in activities.  At your evaluation at the end of the rotation, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).	Logs evaluated by Preceptor. Document in Portfolio.  Preceptor(s) list positive aspects, as well as areas for growth of intern's community abilities.		



	<p>Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment).</p> <p>Throughout your rotations update your professional portfolio using Microsoft OneNote.</p>	<p>Goal to be evaluated by Preceptor. Document in Portfolio.</p> <p>To be evaluated by Faculty.</p>		
<p><b>CRD 2.13</b> Demonstrate negotiation skills (Demonstrating negotiation skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties).</p>	<p>Contact organizations providing emergency food programs for underprivileged populations. Write a summary of food programs available, description of participants, and reaction to volunteer experience.</p>	<p>Summary to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</p> <ol style="list-style-type: none"> <li>Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.</li> <li>Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.</li> <li>Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> <li>Monitor and evaluate problems,</li> </ol>	<p>Screen a minimum of 5 clients and complete SOAP/ADIME notes/care plans</p> <p>Write and present summary reports for the individuals from agencies, e.g. WIC, Head Start.</p> <p>Summarize the nutritional concerns of the target population. Participate in nutrition intervention of community group.</p>	<p>Notes to be reviewed by Preceptor. Document in Portfolio.</p> <p>Summary reports evaluated by Preceptor. Document in Portfolio.</p> <p>Summary to be evaluated by Preceptor. Document in Portfolio.</p>		

<p>etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.</p> <p>e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</p>				
<p><b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats (formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing).</p>	<p>Describe how the agency promotes programs, conferences, trainings, and workshops. Explain why or why not this is an effective way to market. Give specific examples and include marketing materials, if possible.</p> <p>Write at least two public service announcements (PSA's) for populations intended (radio, TV, newspaper, internet articles, etc.).</p> <p>Conduct a marketing project that will promote use of products in stock. Examples of marketing may include: food demonstrations, taste-testing, and survey. Use <u>Project Evaluation form</u> for evaluation of project.</p>	<p>Report to be evaluated by Preceptor. Document in Portfolio.</p> <p>Products evaluated by Preceptor. Document in Portfolio.</p> <p>Marketing project to be approved and evaluated by Preceptor. Document in Portfolio.</p>		

<p><b>CRD 3.3</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (students/interns should consider health messages and interventions that that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety and health messages and interventions).</p>	<p>Conduct at least 1 program promoting consumer health, wellness and lifestyle management. Include a complete assessment of target populations, determination of need, objectives, methods, implementation, marketing materials, and evaluation. Cost program or workshop.</p> <p>Develop nutrition education activity and/or game with lesson plan.</p> <p>Develop an education poster or bulletin board for supporting the use of specific foods in community nutrition.</p>	<p>Written lesson plans reviewed by preceptor. Presentation evaluated by Preceptor. Document in Portfolio.</p> <p>Product evaluated by Preceptor. Document in Portfolio.</p> <p>Product evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends.</p>	<p>Participate in health/nutrition fair. Effectively and appropriately answer questions posed by attendees and preceptor(s).</p>	<p>Performance evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services (students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods).</p>	<p>Participate and/or observe operations in distribution of food.</p>	<p>Performance to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.6</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.</p>	<p>Prepare one week of menus that meet normal nutrition needs of preschool children and the federal nutrition standards and guidelines. Hint:</p>	<p>Menus to be evaluated by Preceptor. Document in Portfolio.</p>		

	Follow the USDA Child Adult Food Care Program guidelines. Focus on variety, vitamin C foods daily, vitamin A foods 3-4x per week, protein, calcium and iron, etc.			
<b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	Monitor (audit) quantity and quality of meals, including portion sizes, quantity prepared, serving temperatures, sanitation and safety standards met, leftovers and impact on budget.	Summary to be evaluated by Preceptor. Document in Portfolio.		
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives.	Recognize the impact of political, legislative, and economic factors on dietetic practice. Observe hearing(s), write letter(s) (e.g., on proposed regulations from the Federal Register), or in some way participate in the legislative process.  Participate in policy making related to health and nutrition services, programs, and projects in community rotation. Participate as an advocate to nutrition and health. State, in writing, the influence of a specific law or federal guideline on two existing programs. Identify where authority lays for these programs at the Federal, State, or Local level.	Documentation of selected activity reviewed by Preceptor. Document in Portfolio.  Summary evaluated by Preceptor or Faculty. Document in Portfolio.		

<p><b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data.</p>	<p>Use computer and other technologies in the practice of dietetics. Use PowerPoint, Microsoft Publisher, Microsoft OneNote, etc. to complete a presentation, educational material, and/or portfolio.</p> <p>Describe various methods of communication used by health professionals. What are the advantages/disadvantages of each? Provide examples.</p> <p>Describe data sources frequently used in community nutrition. How are they used? Who gathers the data? How is it analyzed? What reports are generated, if any?</p>	<p>Projects assigned and evaluated by Preceptor or Faculty. Document in Portfolio.</p> <p>Summary evaluated by Preceptor. Document in Portfolio.</p> <p>Summary evaluated by Preceptor. Document in Portfolio.</p>		
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\*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 2012 Eligibility Requirements and Accreditation Standards for Dietetic Internship Programs (DI).

## Sam Houston State University Dietetic Internship Master Checklist

### Competencies/Learning Outcomes – CLINICAL ROTATION

Competencies/Learning Outcomes	Rotation Experience	Rotation Evaluation Strategy	Preceptor/Faculty Signature	Date Completed
<p><b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives (outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.).</p>	<p>Review institution’s Standards of Care. Discuss Standards of Care with Preceptor(s) during rotation.</p> <p>Review with Preceptor how to record information in the medical record. Document nutritional care information in patient’s medical record according to institutional policy. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>Set up a plan for an outcomes study: Outline data that could be used for patients/clients (i.e., HbA1c, LDL Cholesterol, BMI, etc.) and how it could be used to measure outcomes after receiving nutrition counseling or being part of a nutrition program.</p>	<p>Performance evaluation by Preceptor to include adherence to Standards of Care.</p> <p>Preceptor to evaluate for presence of measurable outcomes in documentation. Document a minimum of three examples in Portfolio.</p> <p>Preceptor to evaluate plan. Document in Portfolio.</p>		
<p><b>CRD 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human</p>	<p>Prepare ten case reports. Cite references for at least the background research and rationale of diet sections (refer to CRD 3.1).</p>	<p>Case reports to be reviewed by Preceptor. Document in Portfolio.</p>		

<p>Services, Agency for Healthcare Research and Quality, National Guidelines Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.</p>	<p>Prepare a brief written description of laboratory tests and medical procedures important to management of nutrition care. Include references in descriptions.</p> <p>Prepare a summary of at least 25 medications important to management of nutrition care. Include drug name (common &amp; generic), classification, actions, and potential nutrient interactions. Include references in summary.</p> <p>Prepare documentation for the medical record (utilizes electronic medical record as available). Submit a minimum of 5 SOAP/ADIME notes following NCP. Use the <u>SOAP or ADIME Evaluation Form</u>. Evaluate efficacy of nutrition therapy using the Nutrition Care Manual and the Academy's Evidence Analysis Library.</p>	<p>Outline to be reviewed by Preceptor. Document in Portfolio.</p> <p>Summary to be reviewed by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p>		
<p><b>CRD 1.3</b> Justify programs, products, services and care using appropriate evidence or data.</p>	<p>Select one patient to follow throughout your clinical experience and prepare a case study presentation. Develop a nutrition care plan on the patient; implement the plan following standard procedures for implementing diets, nourishments, and calorie counts as required. Write appropriate PES statement. Refer to <u>Clinical Case Study Requirements</u> for details. Present to FACS 5379 class.</p>	<p>Case Study and presentation to be evaluated by Faculty. Document in Portfolio.</p> <p>Grade: _____</p>		

CRD 1.4 Evaluate emerging research for application in dietetics practice.	Refer to CRD 1.2			
CRD 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	<p>Read and examine <i>Code of Ethics for the Profession of Dietetics</i>.</p> <p>Model acceptable professional behavior throughout experience.</p> <p>Demonstrate ability to communicate effectively – orally and in writing.</p>	<p>Signed statement indicating understanding and agreement to these principles.</p> <p>Preceptor to evaluate.</p> <p>Evaluated by Preceptor. Document in Portfolio.</p>		
CRD 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<p>Review the educational materials used by nutrition services. Research, develop and/or revise at least one education material to be used with clients as needed by the facility, i.e., special diets, behavior modification techniques, shopping guide, weight control tips, recipes, writing a newsletter or creating a bulletin board, etc.</p>	<p>Final product to be approved by Preceptor. Document in Portfolio.</p>		
CRD 2.3 Design, implement and evaluate presentations to a target audience (a quality presentation considers life experiences, cultural diversity and educational background of the target audience).	<p>Complete a needs assessment. Plan, prepare, present, and evaluate a minimum of three classes on the subject of nutrition or medical nutrition therapy for the following groups: medical students, patients, personnel, or the general public. Evaluate the group's pre and post learning of your topic. Use <u>Group Performance Form</u> for presentation.</p>	<p>Written objectives and lesson plans must be preapproved by Preceptor. Performance to be evaluated by Preceptor. Document in Portfolio.</p>		



	Utilize a variety of educational techniques for nutrition instruction including foods or models, demonstration, posters, and/or other visuals.	Performance to be evaluated by Preceptor. Document in Portfolio.		
<b>CRD 2.4</b> Use effective education and counseling skills to facilitate behavior change.	<p>Provide instruction to patients and their families on the implementation of dietary practices and behaviors appropriate to their diagnosed condition. During diet instruction to patient and/or family, incorporate appropriate visual or interactive tools to enhance comprehension of instruction. Utilize the Nutrition Care Manual as available. Use <u>Diet Instruction Form</u> for evaluation.</p> <p>Develop nutrition care plans/case reports for patients at nutritional risk.</p> <p>Provide full coverage for nutritional care services for a clinical unit of one week.</p>	<p>Observation of teaching skills and performance to be evaluated by Preceptor. Document in Portfolio.</p> <p>Care plans to be evaluated by Preceptor. Document in Portfolio.</p> <p>Performance to be evaluated by Preceptor.</p>		
<b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings.	Attend approved continuing education programs and lectures. Participate in grand medical rounds, discharge planning, unit medical rounds and other meetings related to patient care in supervised experience and contribute information about patient nutritional status as required. Summarize your contributions and impact thereof.	Participation and written summary to be evaluated by Preceptor. Document in Portfolio.		

<p><b>CRD 2.6</b> Assign appropriate patient care activities to DTRs and/or support personnel as appropriate (in completing the task, student/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility).</p>	<p>Examine the institution's policies and procedures for screening. Be able to discuss the differences between screening and assessment.</p> <p>Complete nutrition screening and assessment as outlined in the institution's procedures. Indicate when further assessment is necessary. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>Review protocols and participates in rounds for decubiti (pressure sores), dysphagia and tube feeding placement/weaning.</p> <p>Conduct meal rounds. Follow through with support personnel to make meal adjustments and provide diet preferences for patient.</p>	<p>Definitions to be evaluated by Preceptor. Document in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p>		
<p><b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<p>Observe procedures done in other medical services and identify referral plans: swallowing evaluation, PEG placement, etc., if available. Document referral following procedures of facility.</p> <p>Identify community resources available for patients (home care, hospice, meals on wheels and availability of products). Refer patients to appropriate community services.</p>	<p>Preceptor to evaluate. Document in Portfolio.</p> <p>Summary to be reviewed by Preceptor. Document in Portfolio.</p>		

<p><b>CRD 2.8</b> Apply leadership principles effectively to achieve desired outcomes.</p>	<p>Coordinate project, implement or follow through, evaluate outcome, and make future recommendations.</p>	<p>Performance to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 2.9</b> Serve in professional and community organizations</p>	<p>Attend at least two dietetic continuing education programs offered at the local, regional, state or national level. Summarize learning outcomes from meetings (at least 2). Tell what aspect(s) of the session stimulated your learning and how the presentation applies to practice of professional growth.</p> <p>1. _____</p> <p>2. _____</p>	<p>Provide proof of attendance to Faculty. Document in Portfolio.</p>		
<p><b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (other health professionals include physicians, nurses, pharmacists, etc.).</p>	<p>Following institutional policy, communicate nutrition care activities to other members of the health care team and communicate necessary modifications to the nutrition care plan.</p> <p>Communicate with physicians to clarify orders, report progress, or recommend nutritional support.</p> <p>Participate in team conferences, bedside rounds, and/or grand rounds. Make appropriate nutritional recommendations in medical records with follow-up. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p>	<p>Performance to be evaluated by Preceptor. Provide at least one example in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Provide at least one example in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Provide at least one example in Portfolio.</p>		

	Demonstrate process of referral. Prepare documentation per institutional procedures.	Performance and documentation to be evaluated by Preceptor. Document in Portfolio.		
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures (professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic).	Using the standards of care, demonstrate ability to complete a nutrition assessment, identify nutrition diagnosis, and appropriately prioritize patients' nutritional needs.  Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experiences.	Performance to be evaluated by Preceptor. Provide at least one example in Portfolio.  Performance to be evaluated by Preceptor.		
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration.	Keep a daily log (journal) of visits, topics of discussions, working agreements, etc. with health care team and list influence of each person visited on dietetic/health promotion services. Record observations or participation of activities.  Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment).  At your evaluation at the end of the rotation, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).	Logs evaluated by Preceptor. Document in Portfolio.  Goal to be evaluated by Preceptor. Document in Portfolio.  Preceptor(s) list positive aspects, as well as areas for growth of intern's community abilities.		

	Throughout your rotations update your professional portfolio using Microsoft OneNote.	To be evaluated by Faculty.		
<b>CRD 2.13</b> Demonstrate negotiation skills (Demonstrating negotiation skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties).	<p>Demonstrate assertiveness and negotiation skills with medical personnel or health care team members to justify an (evidence-based) nutritional recommendation.</p> <p>Conduct staff relief for designated clinical area. Write a summary of skills (clinical knowledge, efficiency, interpersonal, and negotiation) utilized during staff relief compared to starting the rotation. (refer to CRD 3.1)</p>	<p>Performance to be evaluated by Preceptor. Provide at least one example in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</p> <p>a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.</p> <p>b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.</p> <p>c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</p>	<p>Interpret information in the medical record, including the laboratory findings and diagnostic procedures for patients with a variety of disease.</p> <p>Document assessments according to institutional policy. Evaluate patient's nutritional status and follow-up appropriately with physician. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>For dietary assessment, utilize a variety of methods to analyze dietary and/or nutrient intake, e.g. ADA exchanges, MyPlate, nutrient tables.</p>	<p>Performance to be evaluated by Preceptor.</p> <p>Preceptor to evaluate for presence of measurable outcomes in documentation. Provide at least 3 examples of documentation in Portfolio.</p> <p>Performance evaluated by Preceptor. Provide copies of examples to demonstrate using a variety of methods. Document in Portfolio.</p>		

<p>d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.</p> <p>e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</p>	<p>Utilize appropriate interviewing techniques to obtain the patient's dietary (use appropriate dietary assessment method), social and medical history.</p> <p>Interview patients to determine acceptability of foods served, obtain food preferences, explain selective menus (if applicable), and answer questions. Document results according to institutional policy.</p> <p>Interpret nutritional assessment data including diagnoses, anthropometric measurements, laboratory values, and dietary assessment to determine the patient's nutritional status. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements. Monitor impact of interventions on the nutrition diagnosis in follow-up visit. Document assessments according to institutional policy. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>Develop a modified diet plan for the patient based on dietary prescription, the individual's present food pattern and lifestyle. Follow-up appropriately with physician. Document care according to institutional policy. <b>Any medical</b></p>	<p>Performance to be evaluated by Preceptor. Document in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Document in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Provide at least 3 examples of documentation in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Provide at least 3 examples of documentation in Portfolio.</p>		
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	<p><b>chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>Make appropriate nutritional recommendations and follow-up with patient to monitor adherence or difficulties. Make appropriate modifications based on follow-up results. Document care according to institutional policy. Follow-up appropriately with physician. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>Develop and implement transitional feeding plans to meet nutritional requirements.</p> <p>Participate in calorie counts or institution's procedures for monitoring patients' intakes.</p> <p>Review institution's policies and procedures for nutrition support. Select one aspect of nutrition support at the general level or at the individual patient level to evaluate in depth, e.g., advantages/disadvantages of the composition of a particular formula, administration techniques, monitoring issues.</p>	<p>Performance to be evaluated by Preceptor. Provide at least 3 examples of documentation in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Document in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Document in Portfolio.</p> <p>Reports to be approved by Preceptor. Document in Portfolio.</p>		
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	<p>Select, implement, and evaluate standard enteral and parenteral nutrition regimens for assigned patients to meet nutritional requirements.</p> <p>Provide full coverage (staff relief) for nutritional services for a clinical unit for one week.</p>	<p>Reports to be approved by Preceptor. Document at least 3 examples in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats (formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing).</p>	<p>Conduct needs assessment among dietitians. Plan, prepare, present, and evaluate one in-service presentation to the dietetic staff.</p> <p>Develop or update an educational material for target population (cancer, diabetes, cardiovascular disease, etc.). Review patient educational material for a specific disease state and design educational material suitable for low-literacy patient. Identify nutritional risk factors and other relevant information for the patient.</p>	<p>Summary of evaluation and presentation to be evaluated by Preceptor. Document in Portfolio.</p> <p>Material to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends.</p>	<p>Serve as a clinical nutrition resource, providing evidence-based answers and information through patient counseling, follow-up calls, employee in-services and workshops, newsletters, and/or email questions.</p>	<p>Performance to be evaluated by Preceptor. Provide at least one example in Portfolio.</p>		



<p><b>CRD 3.6</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.</p>	<p>Develop a menu with puree foods or alternative feeding for residents with dysphagia. Note specific considerations for the geriatric population when menu planning.</p> <p>Conduct taste testing of supplemental nutrition products.</p>	<p>Menu to be evaluated by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p>		
<p><b>CRD 4.4</b> Conduct clinical and customer service quality management activities.</p>	<p>Complete a written quality improvement audit using appropriate data collection instruments and critical indicator(s).</p> <p>Participate in <i>CQI/QA</i> program for clinical services. Monitor activities on appropriate documentation of nutrition intervention from data collection and make recommendations if necessary.</p>	<p>Report to be evaluated by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p>		
<p><b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data.</p>	<p>Use nutrient analysis software to complete nutrient analysis of patients' diets (i.e. What is the patient's usual food intake at home in a typical 24 hour period? What is the nutrient value of that food intake? How can the diet be modified to support better health?).</p> <p>Develop an improved meal plan for one day based on the patient's prescribed diet and usual intake. Provide this information in as many of the ten case reports as possible</p>	<p>Report to be evaluated by Preceptor. Document in Portfolio.</p> <p>Report to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 4.6</b> Analyze quality, financial or productivity data and develop a plan for intervention.</p>	<p>Refer to CRD 4.4</p>			

<p><b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p>	<p>Analyze a department product for cost/benefit comparison (e.g., compare two nutritional enteral supplements for cost, preparation, patient acceptance, effectiveness).</p>	<p>Preceptor to evaluate. Document in Portfolio.</p>		
<p><b>CRD 4.11</b> Code and bill for dietetics/nutrition services to obtain reimbursement from public or private insurers.</p>	<p>Describe current key political, legislative, and economic factors affecting medical nutrition therapy.</p> <p>List and discuss payment/reimbursement for medical nutrition therapy.</p>	<p>Report to be evaluated by Preceptor. Document in Portfolio.</p> <p>Report to be evaluated by Preceptor. Document in Portfolio.</p>		

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## Sam Houston State University Dietetic Internship Master Checklist

### Competencies/Learning Outcomes – FOOD SERVICE MANAGEMENT ROTATION

Competencies/Learning Outcomes	Rotation Experience	Rotation Evaluation Strategy	Preceptor/Faculty Signature	Date Completed
<p><b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives (outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.).</p>	<p>Evaluate system (tray line or room service) for tray accuracy and delivery. Develop form to measure results. Provide recommendations for improvement.</p> <p>Conduct a task simplification study. Observe an employee complete one task, monitor time, and/or motion, and identify ways the employee can improve on time and/or motion for effective productivity.</p> <p>Conduct a meal audit for time and temperature. Write a report on your findings; include data collection methods, analysis, findings and recommendations.</p>	<p>Summary to be evaluated by Preceptor. Document in Portfolio.</p> <p>Study to be evaluated by Preceptor. Document in Portfolio.</p> <p>Audit to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics</p>	<p>Read and examine <i>Code of Ethics for the Profession of Dietetics</i>.</p> <p>Demonstrate ability to communicate effectively – orally and in writing. Review policies and procedures and State and Federal guidelines for school lunch program.</p>	<p>Signed statement indicating understanding and agreement to these principles.</p> <p>Evaluated by Preceptor. Document in Portfolio. Preceptor to evaluate. Document in Portfolio.</p>		

	Model acceptable professional behavior throughout experience.	Preceptor to evaluate.		
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)	Prepare one nutrition article relative to a current child/adolescent nutrition topic for printing on the back of the menu or for the school district's website. Document references from a professional source.  Create a bulletin board in the cafeteria utilizing appropriate evidence-based information.	Article to be evaluated by Preceptor. Document in Portfolio.  Material to be evaluated by Preceptor. Document in Portfolio		
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (a quality presentation considers life experiences, cultural diversity and educational background of the target audience).	Identify an educational need in a specific area regarding food service preparation and delivery. Conduct an in-service program to correct need. Include your goal(s), objectives, lesson plan, evaluation materials, materials list, and estimated cost of in-service. Include a pre- and post-test of program contents. Use <u>Group Performance form</u> for evaluation.  Develop an education program including lesson plan and educational materials. Conduct and evaluate education program.	Preceptor to evaluate using Intern in-service evaluation form.  Program to be evaluated by Preceptor. Document in Portfolio.		
<b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings.	Document active participation, teamwork and contributions with foodservice personnel and health care team members. Summarize your contributions and impact thereof.	Participation and written summary evaluated by Preceptor. Document in Portfolio.		

<p><b>CRD 2.8</b> Apply leadership principles effectively to achieve desired outcomes.</p>	<p>Interact with patients/clients, foodservice, medical and support staffs to develop oral and written communication and interpersonal skills.</p> <p>Conduct a sensory or taste panel with children. Choose one new product, then develop and implement a survey to evaluate acceptance with kids. Write a report including which food items were tested, the date, time, which groups tested the food, and how they were selected, school location, any special circumstances that may affect the results. Provide raw data, analysis, graphic charts, and tables if appropriate and your conclusions. If necessary, implement changes resulting from survey.</p>	<p>Participation evaluated by Preceptor. Document in Portfolio.</p> <p>Report to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 2.9</b> Serve in professional and community organizations</p>	<p>Attend at least two dietetic continuing education programs offered at the local, regional, state or national level. Summarize learning outcomes from meetings (at least 2). Tell what aspect(s) of the session stimulated your learning and how the presentation applies to practice of professional growth.</p> <p>1. _____</p> <p>2. _____</p>	<p>Provide proof of attendance to Faculty. Document in Portfolio.</p>		

<p><b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (other health professionals include physicians, nurses, pharmacists, etc.).</p>	<p>Document participation with one or more teams in meeting departmental or hospital goals.</p>	<p>Participation and written summary evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures (professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic).</p>	<p>Examine financial reports such as analysis of food costs, labor costs, and supply costs. Prepare a summary of key financial reports.</p> <p>Outline steps a diet order follows after being received in the dietary office to point of service. Highlight positions and tasks. Indicate quality control steps along the way.</p> <p>Work under Department Head as an assistant for one work week.</p> <p>Participate in hiring, performance evaluation, and counseling of employees.</p>	<p>Written summaries will be evaluated for accuracy by Preceptor. Document in Portfolio.</p> <p>Outline to be evaluated by Preceptor. Document in Portfolio.</p> <p>Performance to be evaluated by Preceptor.</p> <p>Performance to be evaluated by Preceptor.</p>		
<p><b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration.</p>	<p>Keep a daily log (journal) of visits, topics of discussions, working agreements, etc. with health care team and list influence of each person visited on dietetic/health promotion services. Record observations or participation of activities.</p> <p>Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment).</p>	<p>Logs evaluated by Preceptor. Document in Portfolio.</p> <p>Goal to be evaluated by Preceptor. Document in Portfolio.</p>		

	<p>At your evaluation at the end of the rotation, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).</p> <p>Throughout your rotations update your professional portfolio using Microsoft OneNote.</p>	<p>Preceptor(s) list positive aspects, as well as areas for growth of intern's community abilities.</p> <p>To be evaluated by Faculty.</p>		
<p><b>CRD 2.13</b> Demonstrate negotiation skills (Demonstrating negotiation skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties).</p>	<p>Work under Department head as an assistant for one work week.</p> <p>Participate when possible in hiring, performance evaluation, and counseling of employees.</p>	<p>Performance evaluated by Preceptor.</p> <p>Performance evaluated by Preceptor.</p>		
<p><b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats (formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing).</p>	<p>List and describe the characteristics of at least three target markets of the institution.</p> <p>Design and implement a marketing project for a new product in the facility. Participate in tasting of new or current recipe of food product and provide marketing strategies for sale or distribution of the product. Project to be evaluated using <u>Project Performance form</u>.</p>	<p>List to be checked by Preceptor. Document in Portfolio.</p> <p>Marketing materials to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services (students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods).</p>	<p>Diagram "Food Flow" from entry point to trayline or when food leaves production area. Present a floor plan to supervisor. Use 1 hot and 1 cold item. With an X label each critical control point on the diagram and attach a key describing each X</p>	<p>Diagram and key to be evaluated by Preceptor. Document in Portfolio.</p>		

	<p>according to HACCP guidelines.</p> <p>Outline steps a diet order follows after being received in the dietary office to point of service. Highlight positions and tasks. Indicate quality control steps along the way.</p> <p>Review purchasing system (including receiving, inspecting, and storing). Complete purchase orders for one week.</p> <p>Assist with inventory. Describe type of inventory system used. Provide examples of procedures used.</p> <p>Participate in preparing and serving nourishments/supplements to the patients.</p> <p>Review facility's catering policies and procedures. Participate in planning, implementation, and execution of a catering event, as available.</p>	<p>Outline to be evaluated by Preceptor. Document in Portfolio.</p> <p>Orders to be checked for accuracy by Preceptor. Document in Portfolio.</p> <p>Performance to be evaluated by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p> <p>Event to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 3.6</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.</p>	<p>Complete a menu project assigned by the Preceptor. Develop 1 week menu with diet modifications and recipe adjustments. Develop order guide and production sheet and complete nutrient analysis. Project to be evaluated using <u>Project Performance form</u>.</p>	<p>Project to be evaluated by Preceptor. Document in Portfolio.</p>		



	<p>Participate in modification/development of a standardized recipe/menu and incorporate HACCP principles into recipe instruction.</p> <p>Prepare nutrient analysis for one day for every therapeutic diet from the one week cycle menu developed above (use nutrient analysis software). Document menu criteria (nutrient and non-nutrient) and determine if the menu meets criteria. If they do not, then suggest modifications to menu to meet criteria.</p> <p>Develop and administer a food satisfaction survey with a minimum of 40 responses. Collate and analyze the results of the survey. Develop plans for corrective actions and share the results with departmental staff and supervisor.</p> <p>Effectively utilize government commodities and current inventories in planning a one-month menu (include breakfast and lunch) for the school district. Pay careful attention to USDA guidelines.</p>	<p>Recipe to be evaluated by Preceptor. Document in Portfolio.</p> <p>Analysis to be evaluated by Preceptor. Document in Portfolio.</p> <p>Report to be evaluated by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p>		
<p><b>CRD 4.1</b> Participate in management of human resources.</p>	<p>Review the department's policies and procedures. Briefly summarize how the policies and procedures are influenced by the Occupational Safety and Health Administration,</p>	<p>Written summaries to be reviewed by Preceptor. Document in Portfolio.</p>		

	<p>Fair Labor Standards Act, Civil Rights Act, Family and Medical Leave Act, and the Americas with Disabilities Act.</p> <p>Prepare an accurate employee schedule for one week with appropriate staffing.</p> <p>Prepare or revise one policy or procedure.</p> <p>Observe a job interview or participate in mock interview, if available. Meet with human resources staff to discuss personnel management.</p> <p>Complete Personal Style Inventory.</p> <p>Using school menu, analyze production requirements considering labor availability, labor cost, and equipment.</p> <p>Review job descriptions of personnel. Observe employee work schedule.</p>	<p>Schedule to be evaluated by Preceptor and implemented. Document in Portfolio.</p> <p>Policy or procedure to be approved by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p> <p>Summary to be evaluated by Preceptor. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p>		
<p><b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.</p>	<p>Review health inspection sheets that have been completed in the past by the county/state health department of the food service area. Complete a</p>	<p>Audit to be evaluated by Preceptor. Document in Portfolio.</p>		

	<p>sanitation audit of the food service area.</p> <p>Evaluate Hazard Analysis Critical Control Point (HACCP) principles in all areas of the food service operation.</p> <p>Observe sanitation and safety practices in the food production area. Review and compare the findings with facility's procedures manual regarding sanitation of equipment for the area. Complete sanitation and safety inspection.</p>	<p>Summary to be evaluated by Preceptor. Document in Portfolio.</p> <p>Summary and inspection to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 4.4</b> Conduct clinical and customer service quality management activities.</p>	<p>Complete two quality improvement studies related to a department issue. Include statistical analysis of data.</p> <p>Complete a flow chart of the diet order communication process.</p>	<p>Final report approved by Preceptor. Document in Portfolio.</p> <p>Chart to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data.</p>	<p>Review all computerized programs used at the facility, including payroll, budgeting, HR, purchasing, patient information, and management. Prepare report summarizing how each program is used.</p>	<p>Submit to Preceptor for evaluation. Document in Portfolio.</p>		
<p><b>CRD 4.6</b> Analyze quality, financial or productivity data and develop a plan for intervention.</p>	<p>Review the departmental budget: define components of a budget and document sources of revenue and expenditures.</p>	<p>Written summary evaluated for accuracy by Preceptor. Document in Portfolio.</p>		

	<p>Summarize the benchmarking and productivity data (meals: labor costs, food costs, meal costs).</p> <p>Examine financial reports such as analysis of food costs, labor costs, and supply costs. Prepare a summary of key financial reports.</p> <p>Participate in policy and/or management changes. Analyze policy and procedure manual for accuracy and develop interventions as appropriate.</p> <p>Document portion sizes and meal costs for one week menu and compare to budget guidelines. Formulate ideas to increase revenue from school lunch and/or lower meal cost.</p>	<p>Summary to be evaluated by Preceptor. Document in Portfolio.</p> <p>Written summaries will be evaluated for accuracy by Preceptor. Document in Portfolio.</p> <p>Summary to be evaluated by Preceptor. Document in Portfolio.</p> <p>Summary to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.</p>	<p>Examine financial reports such as analysis of food costs, labor costs, and supply costs. Prepare a summary of key financial reports.</p> <p>Conduct a Post Serving Analysis. Be able to use a computer or paper and pencil system to track orders and portions served in at least one of the district's schools. Talk to the nutrition director and/or school managers about how they forecast portions to prepare and serve. How are the calculations done? What sheets are used (production records,</p>	<p>Written summaries will be evaluated for accuracy by Preceptor. Document in Portfolio.</p> <p>Study to be evaluated by Preceptor. Document in Portfolio.</p>		

	<p>service records)? Compare this to what you've learned in school (DPD program) about the theoretical way to forecast portions. How can this information be used to reduce waste? For at least one week:</p> <ul style="list-style-type: none"> <li>• Keep track of the servings of each menu item received and/or produced.</li> <li>• The number of each menu item served.</li> <li>• The number of portions of each item leftover.</li> <li>• Do calculations on each menu item: # portions served/total # customers = popularity index (can be called acceptability factor, % served) and include it in your paper.</li> </ul> <p>Conduct a plate waste study during one meal. You may do the plate waste study on all the menu items or identify just ONE or TWO items to collect data. Evaluate the findings and make recommendations to reduce waste.</p>	<p>Study to be evaluated by Preceptor. Document in Portfolio.</p>		
<p><b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p>	<p>Select a piece of equipment in the dietary department and evaluate the adequacy of its maintenance schedule.</p> <p>Write purchasing specifications and justification for one piece of new foodservice equipment.</p> <ul style="list-style-type: none"> <li>• Is there a capital equipment</li> </ul>	<p>Report to be evaluated by Preceptor. Document in Portfolio.</p> <p>Specifications to be approved by Preceptor. Document in Portfolio.</p>		

	<p>guide for this process? If so, use it.</p> <ul style="list-style-type: none"> <li>• What constraints need to be considered (size, shape, cost, electrical power supply, plumbing, etc.)?</li> <li>• Will training for staff be required?</li> </ul> <p>Tour facility layout and review kitchen layout for design change (see <u>design and layout project requirements</u>). Present to FACS 5379 class. Create a diagram that visually represents the area as it is now. How would you improve the layout, flow, and/or safety? Also provide a written description of the kitchen and your recommendations for improving the layout, flow, and safety taking into account costs and benefits of the proposed changes.</p>	<p>Report to be evaluated by Preceptor. Presentation to be evaluated by Faculty. Document in Portfolio.</p> <p>Grade: _____</p>		
<p><b>CRD 4.9</b> Analyze financial data to assess utilization of resources.</p>	<p>Review commodities food program procedures, bid procedures and vendor contracts.</p> <p>Supervise cash collection, deposits, and accounting of receipts and free/reduced price meals.</p> <p>Price a one day menu (3 meals) for patients or cafeteria. Evaluate if it meets criteria.</p> <p>Review budgeting with the Food</p>	<p>Preceptor to evaluate. Document in Portfolio.</p> <p>Preceptor to evaluate. Document in Portfolio.</p> <p>Summary to be evaluated by Preceptor. Document in Portfolio.</p> <p>Report to be evaluated</p>		

	Service Director. Obtain information on how budget controls help to maximize fiscal outcomes. Prepare a report on findings.	by Preceptor. Document in Portfolio.		
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	<p>Explain in writing the mission, vision, and values of the department and how this affects operations.</p> <p>Review or develop a plan for a new or expanded service including budget, staffing, equipment, supplies, and ROI.</p>	<p>Report evaluated by Preceptor. Document in Portfolio.</p> <p>Written report will be evaluated for accuracy by Preceptor. Document in Portfolio.</p>		

\*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 2012 Eligibility Requirements and Accreditation Standards for Dietetic Internship Programs (DI).

## Sam Houston State University Dietetic Internship Master Checklist

### Competencies/Learning Outcomes – COMMUNITY RESEARCH & WELLNESS

Competencies/Learning Outcomes	Rotation Experience	Rotation Evaluation Strategy	Preceptor/Faculty Signature	Date Completed
<b>CRD 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guidelines Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.	Conduct a Critical Review of the journal articles used for the Wellness-Research project.	Faculty to evaluate.		
<b>CRD 1.5</b> Conduct projects using appropriate research methods, ethical procedures and data analysis.	Plan and conduct community based research project.	Faculty to evaluate.		
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).	Complete abstract from research project.  Complete mock journal article related to research.	Faculty to evaluate.  Faculty to evaluate. Document in Portfolio.		
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (a quality presentation considers life experiences, cultural diversity and educational background of the target audience).	Implement and evaluate community health project.	Faculty to evaluate.		



<b>CRD 2.8</b> Apply leadership principles effectively to achieve desired outcomes.	Develop and implement community based food and nutrition program.	Faculty to evaluate.		
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	Develop a business plan for a facility or a wellness program related to any area of dietetics.	Faculty to evaluate.		
<b>CRD 5.1</b> Develop a wellness-related research proposal with a business plan targeting employees, students, or other community groups.	Develop a business plan for the conduct of a well-designed community based wellness and research project.	Faculty to evaluate.		
<b>CRD 5.2</b> Formulate a marketing plan/strategy for stakeholders' involvement, participation, recruitment of participants, and identify distribution channels and appropriate promotional efforts.	Design and describe the marketing and operational plans (include budget and examples).	Faculty to evaluate.		
	Describe the organizational team with job description for each team member.	Faculty to evaluate.		
<b>CRD 5.3</b> Execute one aspect of the plan through application/intervention and measure its effectiveness. Provide recommendations for improvement of the plan. (Perform).	Conduct a wellness intervention program using established guidelines for research and program implementation.	Faculty to evaluate.		
	Conduct assessments for evaluation of outcomes.	Faculty to evaluate.		
	Conduct analyses using statistical interpretation of the program.	Faculty to evaluate.		
<b>CRD 5.4</b> Dissemination of the results for the overall wellness project in a variety of forum, including local dietetic association and produce a manuscript for a nutrition-related journal.	Prepare a manuscript on the outcome for a local, state, or national journal using appropriate guidelines.	Faculty to evaluate. Document in Portfolio.		
	Make professional presentations to peers, preceptors, and DI Director and/or at local, state or national conferences.	Faculty to evaluate. Document in Portfolio.		

## Sam Houston State University's DI Master Rotation Schedule Fall 2013

Date	8/26	9/2	9/9	9/16	9/23	9/30	10/7	10/14	10/21	10/28	11/4	11/11	11/18	11/25	12/2	12/9
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
██████	CRMC FSM	→	→	→	→	HISD FSM	→	→	→	COMP EXAM	MMC FSM	→	→	T H A N K S G I V I N G	→	MOCK RD EXAM
██████	SJRHC CLIN	→	→	→	→	SJRHC FSM	→	→	→	COMP EXAM	MMC CLIN	→	HDL CLIN		→	MOCK RD EXAM
██████	SJRHC FSM	→	→	→	→	CRMC FSM	→	→	→	COMP EXAM	HISD FSM	→	→		→	MOCK RD EXAM
██████	MMC FSM	→	→	→	→	TBH CLIN	→	HDL CLIN	→	COMP EXAM	HOUISD FSM	→	→		→	MOCK RD EXAM
██████	HMH CLIN	→	→	→	→	CRMC CLIN	→	→	→	COMP EXAM	HDL CLIN	→	MMC CLIN		→	MOCK RD EXAM
██████	KIN CLIN Tomball	→	→	→	→	MMC CLIN	→	???	???	COMP EXAM	TBH CLIN	→	→		→	MOCK RD EXAM
██████	CRMC CLIN	→	→	→	→	HDL CLIN	→	→	→	COMP EXAM	KIN CLIN Tomball	→	→		→	MOCK RD EXAM
██████	TBH CLIN	→	→	HDL CLIN	→	HMH CLIN	→	→	→	COMP EXAM	CRMC CLIN	→	→		→	MOCK RD EXAM
██████	HDL CLIN	→	→	TBH CLIN	→	→	→	→	→	COMP EXAM	HMH CLIN	→	→		→	MOCK RD EXAM
██████	MMC CLIN	→	→	→	→	→	→	KIN CLIN Tomball	→	COMP EXAM	SJRHC CLIN	→	→		→	MOCK RD EXAM

Schedule is subject to change: Check with DI Director: Abbreviations are as follows: CRMC - Conroe Regional Medical Center; HDL – Health Diagnostic Laboratory; HOUISD - Houston Independent School District; HISD - Huntsville Independent School District; HMH - Huntsville Memorial Hospital; KIN - Kindred Hospital; MMC – Memorial Medical Center – Livingston; SJRHC - St Joseph Regional Health Center; TBH - Tomball Regional Hospital

## Sam Houston State University's DI Master Rotation Schedule Fall 2013

Date	8/26	9/2	9/9	9/16	9/23	9/30	10/7	10/14	10/21	10/28	11/4	11/11	11/18	11/25	12/2	12/9	
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
██████ ██████	WIC COM Huntsville	→	→	→	SCWC COM	HFB COM	→	→	→	→	HHSC COM	→	→	T H A N K S G I V I N G	→	Finals	
██████ ██████	HFB COM	→	→	→	→	SJCH COM	→	→	→	SCWC COM	WIC COM Magnolia	→	→		→	Finals	
██████ ██████	WIC COM Conroe	→	→	→	→	SCWC COM	HHSC COM	→	→	→	HFB COM	→	→		→	Finals	
██████ ██████	SCWC COM	HHSC COM	→	→	→	WIC COM New Caney	→	→	→	→	HFB COM	→	→		→	Finals	
██████ ██████	HFB COM	→	→	→	→	WIC COM Livingston	→	→	→	SJCH COM	→	→	→		→	SCWC COM	Finals
██████ ██████	WIC COM Magnolia	→	→	→	→	SCWC COM	HHSC COM	→	→	→	HFB COM	→	→		→	→	Finals
██████ ██████	SCWC COM	HHSC COM	→	→	→	HFB COM	→	→	→	→	WIC COM New Caney	→	→		→	→	Finals
██████ ██████	HFB COM	→	→	→	→	SJCH COM	→	→	→	SCWC COM	WIC COM Huntsville	→	→		→	→	Finals
██████ ██████	SJCH COM	→	→	→	→	SCWC COM	WIC COM Conroe	→	→	→	HFB COM	→	→		→	→	Finals
██████ ██████	SJCH COM	→	→	→	→	HFB COM	→	→	→	→	WIC COM Livingston	→	→		→	SCWC COM	Finals

Schedule is subject to change: Check with DI Director: Abbreviations are as follows: HFB - Houston Food Bank; HHSC - Huntsville Head Start Center; SJCH - San Jacinto County Head Start; SCWC - Senior Center of Walker County; WIC- Women Infants and Children (UTMB) – Conroe, Magnolia, Livingston, New Caney, Huntsville

## Sam Houston State University's DI Master Rotation Schedule Spring 2014

Date	1/20	1/27	2/3	2/10	2/17	2/24	3/3	3/10	3/17	3/24	3/31	4/7	4/14	4/21	4/28	5/5
Week	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
██████ ██████	KMC CLIN	→	→	→	→	→	→	S	→	→	→	TBH CLIN	→	→	→	Finals
██████ ██████	HISD FSM	→	→	→	→	→	→	P	→	→	→	X	X	X	X	Finals
██████ ██████	TBH CLIN	→	→	→	→	→	→	R	→	→	HISD FSM	→	→	→	→	Finals
██████ ██████	MMC FSM	→	→	→	→	HISD FSM	→	I	→	→	→	X	X	X	X	Finals
██████ ██████	HOUISD FSM	→	→	→	→	MMC FSM	→	N	→	→	→	X	X	X	X	Finals
██████ ██████	HISD FSM	→	→	→	→	SCWC COM	→	G	X	X	MMC FSM	→	→	→	→	Finals
██████ ██████	MMC CLIN	→	→	→	→	KIN CLIN Tomball	→	R	→	→	HDL CLIN	→	X	X	X	Finals
██████ ██████	X	X	X	X	X	MMC CLIN	→	E	→	→	HOUISD FSM	→	→	→	→	Finals
██████ ██████	SJRHC CLIN	→	→	→	→	→	→	A	→	→	KIN CLIN Tomball	→	→	→	→	Finals
██████ ██████	SJRHC FSM	→	→	→	HOUISD FSM	→	→	K	→	→	→	X	X	HDL CLIN	→	Finals

Schedule is subject to change: Check with DI Director: Abbreviations are as follows: HDL - Health Diagnostic Laboratory; HOUISD - Houston Independent School District; HISD - Huntsville Independent School District; Huntsville Memorial Hospital; KIN - Kindred Hospital; KMC - Kingwood Medical Center; MMC - Memorial Medical Center Livingston; SCWC - Senior Center of Walker County; SJRHC - St. Joseph Regional Health Center; TBH - Tomball Regional Hospital

## Curriculum Map (Standard 10)

### Didactic & Supervised-practice Courses Aligned with Competencies for the RD

**Background:** The Curriculum Map is used to identify the courses or rotations in which students are being taught specific knowledge requirements and competencies.

**Directions:** List courses in chronological order organized by term, including course number, course title, and credit hours. Next, using course syllabi, textbooks, and assignments, identify which knowledge requirements and competencies occur in a course or rotation and place an 'X' in the appropriate column.

Courses & Rotations	CRD 1.1	CRD 1.2	CRD 1.3	CRD 1.4	CRD 1.5		CRD 2.1	CRD 2.2	CRD 2.3	CRD 2.4	CRD 2.5	CRD 2.6	CRD 2.7	CRD 2.8	CRD 2.9	CRD 2.10	CRD 2.11	CRD 2.12	CRD 2.13							
<b>Fall Semester 1</b>																										
SOCI 5314 Social Statistics (3 hrs.)					X																					
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)			x		x		x				x								x							
Community Rotation (300 hrs.)			X				X	X	X	X			x	x	x	x	x	x	x	x						
<b>Spring Semester</b>																										
FACS 5330 Seminar in FACS Research (3 hrs.)		x			X																					
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)		x	x																x							
Food Service Rotation (300 hrs.)	X		x				X		X						x		x	x	x							
<b>Summer Semester</b>																										
FACS 5367 The Consumer and Food Technology (3hrs.)		x																								
<b>Fall Semester 2</b>																										
FACS 5375 Seminar in Recent Developments in FACS (3 hrs.)				x	x			x																		
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)		X	x		x			x			x															
FACS 5383 Research Problems (3 hrs.)		X			X			X			x								x							
Clinical Rotation (400 hrs.)	X	X		X			X		X	X		x	x	x	x	x	x	x								
Community Research and Wellness (200 hrs.)					x				X																	

Courses & Rotations	CRD 3.1	CRD 3.1.a	CRD 3.1.b	CRD 3.1.c	CRD 3.1.d	CRD 3.1.e	CRD 3.2	CRD 3.3	CRD 3.4	CRD 3.5	CRD 3.6			CRD 4.1	CRD 4.2	CRD 4.3	CRD 4.4	CRD 4.5	CRD 4.6	CRD 4.7	CRD 4.8	CRD 4.9	CRD 4.10	CRD 4.11
<b>Fall Semester 1</b>																								
SOCI 5314 Social Statistics (3 hrs.)																								
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)																		x						
Community Rotation (300 hrs.)							x	x	x								x	x				x		x
<b>Spring Semester</b>																								
FACS 5330 Seminar in FACS Research (3 hrs.)																		x						
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)																		x						
Food Service Rotation (300 hrs.)							x	x		x	x			x	x		x	x	x	x	x	x	x	
<b>Summer Semester</b>																								
FACS 5367 The Consumer and Food Technology (3hrs.)																		x						
<b>Fall Semester 2</b>																								
FACS 5375 Seminar in Recent Developments in FACS (3 hrs.)																		x						
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)																								
FACS 5383 Research Problems (3 hrs.)																								
Clinical Rotation (400 hrs.)	x	x	x	x	x	x	x										x	x						x
Community Research and Wellness (200 hrs.)																								

## Curriculum Map (Standard 10)

### Didactic & Supervised-practice Courses Aligned with Concentration-area Competencies

**Background:** The Curriculum Map is used to identify the courses or rotations in which students are being taught specific concentration-area competencies.

**Directions:** List courses in chronological order organized by term, including course number, course title, and credit hours. Next, using course syllabi, textbooks, and assignments, identify which concentration-area competencies occur in a course or rotation and place an 'X' in the appropriate column.

Community Research and Wellness	Competency 5.1	Competency 5.2	Competency 5.3	Competency 5.4																			
<b>Fall Semester 1</b>																							
SOCI 5314 Social Statistics (3 hrs.)																							
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)																							
Community Rotation (300 hrs.)																							
<b>Spring Semester</b>																							
FACS 5330 Seminar in FACS Research (3 hrs.)				x																			
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)																							
Food Service Rotation (300 hrs.)																							
<b>Summer Semester</b>																							
FACS 5367 The Consumer and Food Technology (3hrs.)																							
<b>Fall Semester 2</b>																							
FACS 5375 Seminar in Recent Developments in FACS (3 hrs.)																							
FACS 5379 Laboratory and Field Experience in FACS (3 hrs.)																							
FACS 5383 Research Problems (3 hrs.)			x	x																			
Clinical Rotation (400 hrs.)																							
Community Research and Wellness (200 hrs.)	x	x	x	x																			

## Course Descriptions

**FACS 5330: Seminar in Family and Consumer Sciences Research.** A course designed to acquaint graduate students with the need for and contribution of research. Criteria are developed for designing and completing research.

**FACS 5367: The Consumer and Food Technology.** Investigations of recent developments in food production and marketing; consideration of physical and chemical factors influencing the quality of food; implications and guidelines for the consumer.

**FACS 5375: Seminar in Recent Developments in Family and Consumer Sciences.** A critical analysis of current trends, issues, and problems in Family and Consumer Sciences. Course may be repeated for credit.

**FACS 5379: Laboratory and Field Experience in Family and Consumer Sciences.** This course is composed of a supervised internship in an area of specialization. Course may be repeated for credit.

**FACS 5383W: Research Problems.** This course is tailored to the needs of students in the DI program in regard to research, project development, and problem solving. Each student in the class will conduct an individual project. As a team, the students will develop a case study based on a nutrition problem with a culturally diverse target population group. The students will develop and market a brochure based on solutions to the developed study.

**SOCI 5314: Social Statistics.** This course focuses upon various statistical techniques used to analyze survey data including descriptive and inferential statistics, cross tabulation, ANOVA, correlation and regression. Lectures, assigned readings and projects are used to describe and illustrate the logic, interpretation, and assumptions of each statistical model. Emphasis is placed upon understanding of the techniques and their assumptions as well as applications. Prerequisites: Graduate standing or consent of instructor.



**Directions for Learning Assessment Summary Matrix (Standard 13)**  
**On-going Assessment of Core Knowledge & Competencies for the RD**  
**Assessment Period from 2009 to 2013**

**Background:** The Learning Assessment Planning Summary Matrix is used to document both whether students have achieved learning objectives developed to assess ACEND's Foundation Knowledge & Competencies<sup>2</sup> over the past five-years (columns A-E), and to document future plans for achieving learning objectives over the next five years (columns A-D). At the end of five years, a fully-completed form is submitted to summarize how well the program is helping students to learn, and a new form is completed to reflect any updates to learning objectives over the next five years.

Note: Programs must submit separate outcome data (E) for each pathway; however, complete matrices do not need to be provided for those pathways, unless they are customized to the pathway.

**Directions:** When submitting completed plans for the past five years, you may attach your original competencies and matrices (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-E is provided: List at least one learning objective and assessment method for every competency. Specify the rotation or class in which the assessment occurred, identify the individuals or groups responsible for ensuring that the assessment took place, and the timeframe for collecting the data. For domains 1 through 4, select at least two competencies per domain and include the actual outcome data achieved for the competencies over the five-year lifetime of the plan (column E). Be sure to submit separate outcome data for each program pathway.

When submitting plans for the next five years, complete a new summary matrix or copy your past five-year matrix, and update it to reflect learning objectives for the next five years (columns A-D). Leave column E blank; however, by the end of the five-year lifetime of the new plan, you will have to provide outcome data for at least two competencies for each domain (domains 1 through 4 only). Be sure to collect separate outcome data for each program pathway.

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<sup>2</sup> See Appendix A of ACEND's Accreditation Standards  
SHSU Combined Masters and Dietetic Internship Program

**Learning Assessment Summary Matrix (Standard 13)**  
**On-going Assessment of Core Knowledge & Competencies for the RD**  
**Assessment Period from 2009 to 2013**

<b>Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research<sup>3</sup> into practice</b>					
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. (Note: <i>Examples of evidence-based guidelines and protocols include the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.</i> )					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
<b>Example:</b> Evaluate emerging research for application in dietetics practice	When given articles on emerging research that are relevant to a patient's care, all students (100%) are able to accurately explain the relevance of the articles and make appropriate suggestions on how to modify care in 75% of interventions.	MNT rotation	Preceptors	During the MNT rotation	When given articles on emerging research, less than 50% of students were able to explain the relevance of the articles and make appropriate suggestions for modifying care in 75% of interventions. (Not Met).
CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives. (Note: <i>Outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.</i> )	All of the interns will locate indicators and conduct quality control audits and complete case studies in clinical and FSM rotations to evaluate clinical care and quality assurance, productivity and economic outcomes. 80% of the interns will obtain a grade of B or	FSM and Clinical rotations	Preceptors	During and end of FSM and Clinical rotations	

<sup>3</sup> Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

	higher on this project.				
CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice	All of the interns will locate peer-reviewed articles and utilize evidence-based guidelines in a systematic approach to evaluate, interpret and apply the principles in practice. All will read and utilize the Evidence Analysis Library in the preparation of case studies and will use evidence as a basis for the nutrition diagnosis and intervention plan as part of the nutrition care process. 85% of the interns will obtain a grade of B or higher on this project.	FCS 5379 and Clinical rotations	DI Director and Preceptors	During Clinical rotations and with simulated projects in classroom of FCS 579	Findings from clinical case study grades show 100% of interns obtained a grade of B or higher on this project.(Data collected June 2014) (Met)
CRD 1.3: Justify programs, products, services and care using appropriate evidence or data	All of the interns will participate in community based food programs and obtain data that will support the program. 85% of the interns will obtain a grade of B or higher on this project.	Community and FSM rotations	Preceptors	During FSM and Community rotations in which billing assignments are completed	
CRD 1.4: Evaluate emerging research for application in dietetics practice	80% of the dietetic interns will locate, read and present to the dietitians' journal club an accurate summary of at least two refereed articles.	MNT rotation	Preceptors	During and end of MNT rotation	98% of interns satisfactorily completed this activity with a satisfactory or higher rating per portfolio review (June 2014). (Met)
CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis	All of the interns will plan and conduct community based research projects and apply statistical techniques in the presentation of the outcome and 90% will	FCS 5330, 5383 and SOC 5343	Faculties of each class	1 <sup>st</sup> and last Fall of each cohort	100% of interns obtain a grade of B or better for their community based research projects (August 2014). (Met)

	obtain a grade of B or higher in the process.				
<b>Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b>					
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: <i>Students must be able to demonstrate effective and professional oral and written communication and documentation.</i> )					
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: <i>Students must be able to demonstrate counseling techniques to facilitate behavior change.</i> )					
KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	Portfolio and rotation evaluations indicating achievement of entry-level competency in clinical, community, and food service facilities (as evidenced by Intern Final Evaluation Form). 90% of the interns will obtain a grade of B or higher on this portfolio.	All rotations	Preceptors	At the end of each rotation and during completion of staff relief	
CRD 2.2: Demonstrate professional writing skills in preparing professional communications (Note: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	All interns will complete an abstract for state association presentation from research projects; develop appropriate education materials to support the use of food and selected nutrition programs during community rotations and complete a mock manuscript during the research class FCS 583. 85% of the interns will obtain a grade of B or higher on this project.	Community rotation and FCS 5383	Preceptor and class instructor	During and end of Community rotations and end of FCS 5383 semester	

<p>CRD 2.3: Design, implement and evaluate presentations to a target audience (Note: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i>)</p>	<p>All students will educate patients on medical nutrition therapy in a group and an individual setting. 85% of the interns will obtain a grade of satisfactory or higher on their evaluation.</p> <p>All will participate in development and implementation of employee training sessions during FSM rotations. 90% of the interns will obtain a satisfactory rating or higher on their evaluation.</p> <p>All will develop and implement a public health project. 85% of the interns will obtain a grade of B or higher on this project.</p>	<p>Clinical and Community rotation</p> <p>FSM rotation</p> <p>Community Wellness rotation</p>	<p>Preceptor</p> <p>Preceptor</p> <p>Preceptor</p>	<p>During Clinical, Community, and FSM rotations</p>	
<p>CRD 2.4: Use effective education and counseling skills to facilitate behavior change</p>	<p>All interns will counsel patients in a clinical and community setting using appropriate behavior change protocols. 90% of the interns will obtain a satisfactory rating or higher on their evaluation.</p>	<p>Clinical and Community rotations</p>	<p>Preceptor</p>	<p>During Clinical and Community rotations</p>	
<p>CRD 2.5: Demonstrate active participation, teamwork and contributions in group settings</p>	<p>All interns will collaborate, develop and complete a project for national nutrition month and a group research project for FCS 5383. 85% of the interns will obtain a grade of B or higher on this project.</p>	<p>Networking week and FCS 5383 course</p>	<p>Program Director and Instructor</p>	<p>During the second semester and last Fall of program enrollment</p>	
<p>CRD 2.6: Assign patient care activities to DTRs and/or</p>	<p>All interns will complete nutrition screening and</p>	<p>Clinical rotations</p>	<p>Preceptor</p>	<p>During Clinical rotations</p>	<p>95% of interns received a satisfactory or higher</p>

support personnel as appropriate (Note: <i>In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.</i> )	refer patients appropriately to support personnel under the supervision of the precepting RD. 85% of the interns will obtain a satisfactory rating or higher on clinical rotation evaluations.				rating on performance evaluations related to nutrition screening. 98% of interns received a satisfactory or higher rating on performance evaluations related to referrals. (Data collected June 2014) (Met)
CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	All interns will refer patients as needed throughout clinical and community rotations. 85% of the interns will obtain a satisfactory rating or higher on rotation evaluations.	Clinical and Community rotations	Preceptors	During Clinical and Community Rotations	
CRD 2.8: Apply leadership skills to achieve desired outcomes	Interns will develop and implement a community-based food and nutrition program and evaluate the outcome in a wellness setting. Interns will serve on the health care team to provide comprehensive care for patients in the clinical setting. 90% of the interns will obtain a satisfactory rating or higher on rotation evaluations.	Community and Clinical rotations	Preceptors	During Clinical and Community rotations	
CRD 2.9: Participate in professional and community organizations <sup>4,5</sup>	Interns will be members of the Academy of Nutrition and Dietetics (AND), the TX	Throughout the internship program	Program Director	Throughout the program	

<sup>4</sup> Community-based supervised practice experiences need not take place in a dietetics-related organization. Experiences may occur in local community organizations such as United Way, food banks such as Second Harvest, or even faith-based organizations such as the Salvation Army. Experiences can also occur at sister units of the program within the parent organization such as an outpatient clinic or a campus fitness center.

<sup>5</sup> Professional and community organizations provide many opportunities for students to develop leadership skills. They do not have to hold an elected position to demonstrate leadership. For example, the program can create community-based projects where a group of students is asked to serve under the leadership of another student. After a task

	<p>Academy of Nutrition and Dietetics (TAND), and the Tall Pines (TPDA) or Houston Area Dietetic Associations (HADA)</p> <p>Interns will attend meetings and serve TAND and TPDA by completing projects as assigned (assisting with marketing functions, helping to host professional meetings, and completing other assignments) as directed by the Program Director. 85% of the interns will obtain a satisfactory rating or higher on overall completion of portfolio/internship assignments.</p>	Throughout the program	Program Director	In March or April of TDA	
<p>CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Note: <i>Other health professional include physicians, nurses, pharmacists, etc.</i>)</p>	<p>All interns will refer patients to other healthcare professionals during clinical rotations. A satisfactory rating or higher will be obtained by 80% of interns on completion of the rotations.</p> <p>80% of interns will refer clients to community services during outpatient nutrition experience and receive a satisfactory rating or higher on rotation evaluation.</p>	<p>Clinical rotations</p> <p>Clinical outpatient rotation</p>	<p>Preceptors</p> <p>Preceptors</p>	<p>During Clinical rotations</p> <p>During Clinical outpatient rotation</p>	

or set of tasks is successfully accomplished, another student may be selected to lead the group in accomplishing different tasks, until eventually; all students get to take a leadership role.

	80% of interns will network with external stakeholders at health fairs and other community events and receive a satisfactory rating or higher on rotation evaluation.	Community rotations	Preceptors	During Community rotations	
CRD 2.11: Demonstrate professional attributes within various organizational cultures (Note: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i> )	Interns will demonstrate professionalism in patient care activities in a variety of settings as determined by the preceptor's evaluation on professional demeanor and 90% will receive a satisfactory rating or higher on rotation evaluation.	Clinical, Community, and FSM rotations	Preceptors	Throughout the program	99% of interns obtained satisfactory or higher rating on professional behavior on performance evaluations during all rotations. (Data collected June 2014) (Met)
CRD 2.12: Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration	Interns will perform self-assessment on all rotations, complete portfolios and provide complete exit evaluation on goals set and met for the program. 90% will receive a satisfactory rating or higher on portfolios.  Interns will attend an introductory session on professional portfolio development at FNCE. 100% will indicate this in portfolio submission at the end of rotation.	All rotations  FNCE meetings	Program Director and Preceptors  Program Director	Throughout program  FNCE annual meeting	
CRD 2.13: Demonstrate negotiation skills (Note: <i>Demonstrating negotiating</i>	Interns will participate in budget analysis for selected program. 90% will	FSM rotations	Preceptors	During FSM rotations	



<p>skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties.)</p>	<p>receive a satisfactory rating or higher on rotation evaluation.</p> <p>Interns will participate in workshops on diversity, negotiation training during class simulation and guest lectures. 90% will receive a satisfactory rating or higher on evaluations</p>	<p>FCS 5379</p>	<p>Instructors</p>	<p>During 1<sup>st</sup> and last Fall semester</p>	
<p><b>Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b></p>					
<p>KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Note: <i>Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.</i>)</p> <p>KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: <i>Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.</i>)</p> <p>KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: <i>Students must be able to develop an educational session or program/educational strategy for a target population.</i>)</p>					
	<p>A) Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</p>	<p>B) Rotation or class in which assessment will occur (Guideline 13.1c)</p>	<p>C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</p>	<p>D) Timeline for collecting formative and summative data (Guideline 13.1e)</p>	<p>E) Resulting data with the date collected for 2 competencies per domain</p>
<p>CRD 3.1: Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p>					
<p>CRD 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p>	<p>All interns will review and evaluation processes used to assess nutrition status in health care settings by using the medical record and other supporting evidence. 90% will receive a satisfactory rating or higher on evaluation.</p>	<p>Clinical rotations</p>	<p>Preceptors</p>	<p>During Clinical rotations</p>	

CRD 3.1.b.: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	Interns will participate in writing appropriate PES statements in medical record and for case studies in a clinical setting. 85% will receive a satisfactory rating or higher on evaluation.	Clinical rotations	Preceptors	During Clinical rotations	
CRD 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention	Interns will follow the NCP and document appropriately nutrition interventions using the ADIME format in a clinical setting. 90% will receive a satisfactory rating or higher on evaluation.	Clinical rotations	Preceptors	During Clinical rotations	
CRD 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	Interns will monitor and evaluation patients and make appropriate adjustments to plan where necessary in a clinical setting. 90% will receive a satisfactory rating or higher on evaluation.	Clinical rotations	Preceptors	During Clinical rotations	
CRD 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting					
CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats (Note: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training</i> )	Interns will participate in patient education during clinical and community rotations, provide in-service training to staff, develop SHSU newsletter, and complete a marketing project during food service rotations. 90% will receive	Clinical, Community, and FSM rotations	Preceptors	Throughout the program	

<i>and marketing.)</i>	a satisfactory rating or higher on evaluation.				
CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Note: <i>Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.</i> )	Interns will develop, implement and evaluate nutrition education programs that will benefit consumer health and wellness during community and food service rotations that target various populations. 90% will receive a satisfactory rating or higher on evaluation.	Community and FSM rotations	Preceptors	During Community and FSM rotations	100% of interns obtained a satisfactory or higher rating for Community evaluations related to nutrition education programs. 100% of interns obtained a satisfactory or higher rating for FSM evaluations related to nutrition education programs.(Data collected June 2014) (Met)
CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends	Interns will participate in a science-based course on consumer and technology and develop education materials that will address emerging consumer trends. 85% will receive a satisfactory rating or higher on rotation evaluation and a grade of B or better in FCS 5367.	FCS 5367 and Community rotations	Instructor and Preceptor	Summer and during Community rotation	
CRD 3.5: Coordinate procurement, production, distribution and service of goods and services (Note: <i>Students/Interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</i> )	Interns will demonstrate the ability to coordinate foodservice management principles during foodservice rotations. 90% will receive a satisfactory rating or higher on rotation evaluation.	FSM rotation	Preceptors	During FSM rotations	
CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of	Interns will participate in recipe/menu development, conduct sensory and satisfaction surveys and conduct nutrient analysis during	FSM rotation	Preceptors	During FSM rotations	100% of interns participated in recipe/menu development with a satisfactory or higher rating per FSM

various populations, groups and individuals	food service rotations. 90% will receive satisfactory rating or higher on rotation evaluation.				evaluations. 94% of interns conducted sensory and satisfaction surveys with a satisfactory or higher rating per FSM evaluations. (Data collected June 2014) (Met)
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**Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.  
 KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.  
 KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: *Students must be able to explain the impact of a public policy position on dietetics practice.*)  
 KRD 4.4: The curriculum must include content related to health care systems. (Note: *Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services.*)  
 KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
CRD 4.1: Participate in management of human resources	Interns will participate in human resource projects, complete management style of assessments of supervisors, employee hiring/disciplining processes and/or employee mock performance evaluations during food service rotations. 85% will receive a satisfactory rating or higher on rotation evaluation.	FSM rotations	Preceptors	During FSM rotations	
CRD 4.2: Perform management functions related to safety, security and sanitation that affect	Interns will conduct food safety assessments and sanitation inspection during food service	FSM rotations	Preceptors	During FSM rotations	98% of interns conducted food safety and sanitation inspections with a satisfactory or

employees, customers, patients, facilities and food	rotations. 85% will receive a satisfactory rating or higher on rotation evaluation.				higher rating per FSM evaluations. (Data collected June 2014)(Met)
CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives	80% of Interns will participate in TDA legislative day at the capitol during FNCE as a project and will receive a satisfactory rating or higher for active participation.	TAND FNCE project	Program Director	During TAND FNCE	
CRD 4.4: Conduct clinical and customer service quality management activities	Interns will conduct quality assurance and control programs during any rotation. 85% will receive a satisfactory rating or higher on rotation evaluation.	Any rotations	Preceptors	During rotations	
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data	Interns will use computers to develop portfolios and make presentations (oral and written). 85% will receive a B or higher on class assignments.	Any class project and presentation	Instructors and Preceptors	Throughout the program	
CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention	Interns will participate in policy/management changes. 85% will receive a satisfactory rating or higher on rotation evaluation.	FSM rotation	Preceptors	During FSM rotations	90% of interns obtained satisfactory or higher rating on participation in policy/management changes per FSM evaluations. (Data collected June 2014) (Met)
CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment <sup>6</sup>					

<sup>6</sup> Students/interns are encouraged to promote environmentally-friendly practices, so that future generations have the water, materials, and resources to protect human health and life on the planet. Practical steps include using local ingredients; not wasting food and resources; using efficacious, non-toxic products when available; properly disposing of toxic materials; reusing containers and products; recycling when possible; purchasing products with recycled content; and teaching others the value of sustainability.

CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	Interns will review and redesign one work space on a specific budget and complete a bid for one piece of equipment. 85% will receive a satisfactory rating or higher on rotation evaluation and a B or higher for the presentation in class.	FSM rotation and FCS 5379	Program Director & Preceptor	During FSM rotations	
CRD 4.9: Analyze financial data to assess utilization of resources	Interns will evaluate budgets during community and food service rotations. 85% will receive a satisfactory rating or higher on rotation evaluation.	Community and FSM rotations	Preceptors	Community and FSM rotations	
CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	Interns will develop a mock business plan for a facility related to any area of dietetics and present the information to DI director. 85% will receive a satisfactory rating or higher on the assignment.	FSM rotation	Program Director	During FSM rotation	
CRD 4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.	Interns will participate in billing and coding as part of a community rotation project and during clinical rotations where applicable. 85% will receive a satisfactory rating or higher on rotation evaluation.	Community and Clinical rotation	Preceptors	Community and Clinical rotations	

**Domain 5: Support Knowledge: knowledge underlying the requirements specified above.**

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

**Directions for Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)**  
**Assessment Period from 2009 to 2013**

**Background:** The Program Concentrations Planning Summary Matrices are used to document both whether students have achieved learning objectives developed to assess program-defined knowledge and competencies for the program's concentration area(s) over the past five-years (columns A-F), and to document future plans for achieving learning objectives over the next five years (columns A-E). At the end of five years, a fully-completed form is submitted to summarize how well the program is helping students to learn, and a new form is completed to reflect any updates to concentrations, competencies, and learning objectives over the next five years.

Note: Programs must submit separate outcome data (F) for each pathway; however, complete matrices do not need to be provided for those pathways, unless they are customized to the pathway.

**Directions:** When submitting completed plans for the past five years, you may attach your original concentration competencies and matrices (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-F is provided. List at least one learning objective and assessment method for every competency; specify the rotation or class in which the assessment occurred; identify the individuals or groups responsible for ensuring that the assessment took place; and state the timeframe for collecting the data. Select at least two competencies for each concentration area, and include the actual outcome data achieved for the competencies over the five-year lifetime of the plan (column F). Be sure to submit separate outcome data for each program pathway.

When submitting plans for the next five years, complete a new summary matrix or copy your past five-year matrix, and update it to reflect concentrations, competencies, and learning objectives for the next five years (columns A-E). Leave column F blank; however, by the end of the five-year lifetime of the new plan, you will have to provide outcome data for at least two competencies for each concentration. Be sure to collect separate outcome data for each program pathway.



**Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)  
Assessment Period from 2009 to 2013**

**Title of Concentration Area 1: Community Research and Wellness**

<b>A) List the program-defined Intern competencies (add or delete lines as needed)</b>	<b>B) Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>C) Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>D) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>E) Timeline for collecting formative and summative data (Guideline 13.1e)</b>	<b>F) Resulting Data with the Date Collected for 2 Competencies per Concentration</b>
CRD 5.1 Develop a wellness-related research proposal with a business plan targeting employees, students, or other community groups	All of the interns will develop on paper a business plan for the conduct of a well-designed community based wellness and research project and 85% of the interns will obtain a grade of B or higher for the plan.	FCS 5379 – Community (Wellness) rotation Assignment	Program Director & Preceptors	1 <sup>st</sup> and last Fall of each cohort	100% of the interns obtained a grade of B or higher for business plan. (Data collected August 2014) (Met)
CRD 5.2 Formulate a marketing plan/strategy for stakeholders' involvement, participation, recruitment of participants, and identify distribution channels and appropriate promotional efforts.	All interns will design and describe the marketing and operational plans including budget, (with examples) for the selected event. A description of the organization and management team must be included along with the job description for each team member. 85% of the interns will obtain a grade of B or higher on this project.	FCS 5379 – Community (Wellness) rotation Assignment	Class Instructor & Preceptor	During and end of (wellness) community rotations	
CRD 5.3 Execute one aspect of the plan through application/intervention and measure its effectiveness. Provide recommendations for improvement of the plan. (Perform)	All interns will conduct a wellness intervention program using established guidelines for research and program implementation. Conduct assessments for evaluation of outcomes with appropriate analysis, interpretation and	Community (Wellness) rotation project	Program Director & Preceptor	During (wellness) community rotations	

	recommendations. 85% of the interns will obtain a grade of B or higher on this project.				
CRD 5.4 Dissemination of the results for the overall wellness project in a variety of forum, including local dietetic association and produce a manuscript for a nutrition-related journal.	Interns will write a manuscript following local, state or national journal guidelines on the outcome of the project. Interns will make professional presentation(s) to peers, preceptors, DI director and/or at local, state, or national conferences, where applicable. 85% of the interns will obtain a grade of B or higher for the completion of the project and obtain a satisfactory rating for presentations.	Community (Wellness) rotation project	Program Director, Preceptors & general audience in attendance at the conferences	During and end of (wellness) community rotation and internship enrollment	100% of interns obtained a grade of B or higher for completion of project and satisfactory rating for presentation. (Data collected August 2014) (Met)

**Title of Concentration Area 2 (if applicable):**

**Directions for Learning Assessment Summary Matrix (Standard 13)**  
**On-going Assessment of Core Knowledge & Competencies for the RD**  
**Assessment Period from 2014 to 2018**

**Background:** The Learning Assessment Planning Summary Matrix is used to document both whether students have achieved learning objectives developed to assess ACEND's Foundation Knowledge & Competencies<sup>7</sup> over the past five-years (columns A-E), and to document future plans for achieving learning objectives over the next five years (columns A-D). At the end of five years, a fully-completed form is submitted to summarize how well the program is helping students to learn, and a new form is completed to reflect any updates to learning objectives over the next five years.

Note: Programs must submit separate outcome data (E) for each pathway; however, complete matrices do not need to be provided for those pathways, unless they are customized to the pathway.

**Directions:** When submitting completed plans for the past five years, you may attach your original competencies and matrices (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-E is provided: List at least one learning objective and assessment method for every competency. Specify the rotation or class in which the assessment occurred, identify the individuals or groups responsible for ensuring that the assessment took place, and the timeframe for collecting the data. For domains 1 through 4, select at least two competencies per domain and include the actual outcome data achieved for the competencies over the five-year lifetime of the plan (column E). Be sure to submit separate outcome data for each program pathway.

When submitting plans for the next five years, complete a new summary matrix or copy your past five-year matrix, and update it to reflect learning objectives for the next five years (columns A-D). Leave column E blank; however, by the end of the five-year lifetime of the new plan, you will have to provide outcome data for at least two competencies for each domain (domains 1 through 4 only). Be sure to collect separate outcome data for each program pathway.

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<sup>7</sup> See Appendix A of ACEND's Accreditation Standards  
SHSU Combined Masters and Dietetic Internship Program

**Learning Assessment Summary Matrix (Standard 13)**  
**On-going Assessment of Core Knowledge & Competencies for the RD**  
**Assessment Period from 2014 to 2018**

<b>Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research<sup>8</sup> into practice</b>					
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. (Note: <i>Examples of evidence-based guidelines and protocols include the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.</i> )					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
<b>Example:</b> Evaluate emerging research for application in dietetics practice	When given articles on emerging research that are relevant to a patient's care, all students (100%) are able to accurately explain the relevance of the articles and make appropriate suggestions on how to modify care in 75% of interventions.	MNT rotation	Preceptors	During the MNT rotation	When given articles on emerging research, less than 50% of students were able to explain the relevance of the articles and make appropriate suggestions for modifying care in 75% of interventions. (Not Met).
CRD 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives. (Note: <i>Outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.</i> )	All interns will develop a plan for an outcomes study during clinical rotations. 85% will obtain a satisfactory or higher rating on evaluation.  All interns will locate indicators of quality control, develop form to measure results, and	FSM and clinical rotations	Preceptors	During clinical and FSM rotations	

<sup>8</sup> Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

	report outcome to preceptor during FSM rotation. 85% will obtain a satisfactory or higher rating on evaluation.				
CRD 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice	<p>All interns will read and utilize peer reviewed journal articles, the Evidence Analysis Library, and Nutrition Practice Guidelines in the preparation of case studies. 90% of interns will obtain a grade of B or higher on this project.</p> <p>All Interns will use evidence-based guidelines as a basis for the nutrition diagnosis and intervention plan as part of the nutrition care process. 85% will obtain a satisfactory or higher rating on evaluation.</p>	FACS 5379, Clinical rotation	Class instructor, preceptors	During FACS 5379 and clinical rotation	
CRD 1.3: Justify programs, products, services and care using appropriate evidence or data	<p>All of the interns will participate in community based food programs and evaluate effectiveness of program. 85% will obtain a satisfactory or higher rating on evaluation.</p> <p>All interns will present clinical case study to case using appropriate evidence to support care plan chosen. 90% of interns will obtain a grade of B or higher on this project.</p>	FACS 5379, Community	Class instructor, preceptors	During FACS 5379 and community rotation	
CRD 1.4: Evaluate emerging research for application in	All interns will read and critique peer reviewed	FACS 5375	Class instructor	End of FACS 5375 semester	

dietetics practice	articles on community nutrition related topics. 90% of interns will obtain a grade of B or higher on this project.				
CRD 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis	All of the interns will plan and conduct community based research projects and apply statistical techniques in the presentation of the outcome and 90% will obtain a grade of B or higher on the project.	FACS 5375, 5383, 5330	Class instructors	End of FACS 5375, 5383, 5330 semester	
<b>Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b>					
<p>CRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: <i>Students must be able to demonstrate effective and professional oral and written communication and documentation.</i>)</p> <p>CRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: <i>Students must be able to demonstrate counseling techniques to facilitate behavior change.</i>)</p> <p>CRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.</p>					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
CRD 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	All interns will apply Code of Ethics, Standards of Professional Performance, and Scope of Dietetics Practice Framework during all rotations. 90% will obtain satisfactory or higher rating on evaluations.	All rotations	Preceptors	At end of each rotation	
CRD 2.2: Demonstrate professional writing skills in preparing professional communications (Note:	All interns will complete an abstract and mock journal article from research project. 90% of interns will	Community rotation, FACS 5383	Preceptor, class instructor	End of FACS 5383 and community rotation	

<p><i>Examples include research manuscripts, project proposals, education materials, policies and procedures)</i></p>	<p>obtain a grade of B or higher on this project.</p> <p>All interns will develop appropriate education materials during community rotations. 90% will obtain satisfactory or higher rating on evaluations.</p>				
<p>CRD 2.3: Design, implement and evaluate presentations to a target audience (Note: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i>)</p>	<p>All interns will educate patients on medical nutrition therapy appropriate to target audience. 85% of the interns will obtain a grade of satisfactory or higher on their evaluations.</p> <p>All interns will develop and implement appropriate employee in-service training sessions during FSM rotations. 90% of the interns will obtain a satisfactory rating or higher on their evaluations.</p>	<p>Clinical, FSM rotations</p>	<p>Preceptors</p>	<p>During clinical and FSM rotations</p>	
<p>CRD 2.4: Use effective education and counseling skills to facilitate behavior change</p>	<p>All interns will counsel patients using appropriate language and educational materials to facilitate behavior change. 90% of the interns will obtain a satisfactory rating or higher on their evaluations.</p>	<p>Clinical rotations</p>	<p>Preceptors</p>	<p>During clinical rotations</p>	
<p>CRD 2.5: Demonstrate active participation, teamwork and contributions in group</p>	<p>All interns will participate in interdisciplinary team meetings. 90% of the</p>	<p>Clinical rotations, FACS 5383</p>	<p>Preceptors, class instructor</p>	<p>During clinical rotations, end of FACS 5383 semester</p>	

settings	interns will obtain a satisfactory rating or higher on their evaluation. All interns will participate in a group research project during FACS 5383. . 90% of interns will obtain a grade of B or higher on this project.				
CRD 2.6: Assign patient care activities to DTRs and/or support personnel as appropriate (Note: <i>In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.</i> )	All interns will complete meal rounds and refer patients appropriately to support personnel under the supervision of the RD. 85% of the interns will obtain a satisfactory rating or higher on evaluation.	Clinical rotations	Preceptors	During clinical rotations	
CRD 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	All interns will refer patients as needed throughout clinical rotations. 85% of the interns will obtain a satisfactory rating or higher on rotation evaluations.	Clinical rotations	Preceptors	During clinical rotations	
CRD 2.8: Apply leadership skills to achieve desired outcomes	All interns will serve on the health care team to provide comprehensive care for patients and participate in staff relief in the clinical setting. 90% of the interns will obtain a satisfactory rating or higher on rotation	Clinical rotations	Preceptors	During clinical rotations	



	evaluations.				
CRD 2.9: Participate in professional and community organizations <sup>9,10</sup>	All interns will be members of the Academy of Nutrition and Dietetics (AND), the TX Academy of Nutrition and Dietetics (TAND), and local dietetics organization. Interns will attend meetings at national and local levels. 95% of interns will provide completion of internship requirements.	Throughout internship	Program director	Throughout program	
CRD 2.10: Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Note: <i>Other health professional include physicians, nurses, pharmacists, etc.</i> )	All interns will refer patients to other healthcare professionals during clinical rotations. A satisfactory rating or higher will be obtained by 85% of interns on rotation evaluations.  All interns will refer clients to appropriate community services during clinical rotations. A satisfactory rating or higher will be obtained by 85% of interns on rotation evaluations.	Clinical rotations	Preceptors	During clinical rotations	
CRD 2.11: Demonstrate professional attributes within various organizational cultures (Note: <i>Professional</i>	All interns will demonstrate professional attributes throughout rotations. 85% will obtain	All rotation sites	Preceptors	At the end of every rotation	

<sup>9</sup> Community-based supervised practice experiences need not take place in a dietetics-related organization. Experiences may occur in local community organizations such as United Way, food banks such as Second Harvest, or even faith-based organizations such as the Salvation Army. Experiences can also occur at sister units of the program within the parent organization such as an outpatient clinic or a campus fitness center.

<sup>10</sup> Professional and community organizations provide many opportunities for students to develop leadership skills. They do not have to hold an elected position to demonstrate leadership. For example, the program can create community-based projects where a group of students is asked to serve under the leadership of another student. After a task or set of tasks is successfully accomplished, another student may be selected to lead the group in accomplishing different tasks, until eventually; all students get to take a leadership role.

<i>attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)</i>	a satisfactory or higher rating on the Professional Behavior Evaluation at all rotations.				
CRD 2.12: Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration	All interns will complete self-assessment evaluations at the end of each rotation, and prepare a portfolio for DI program. 90% will obtain a grade of B or higher on portfolio.	All rotations	Program director	Throughout program	
CRD 2.13: Demonstrate negotiation skills (Note: <i>Demonstrating negotiating skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties.</i> )	All interns will display appropriate interpersonal and communication skills with staff, clients, and consumers and participate in staff relief for designated clinical and food service areas. 90% will obtain a rating of satisfactory or higher on evaluations.	Clinical and FSM	Preceptors	During Clinical and FSM rotations	
<b>Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b>					
KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Note: <i>Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.</i> )					
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: <i>Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.</i> )					
KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: <i>Students must be able to develop an educational session or program/educational strategy for a target population.</i> )					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
CRD 3.1: Perform the					

Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings					
CRD 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered	All interns will assess and discuss with RD nutrition status of patients in health care settings by using the medical record and other supporting evidence. 90% will receive a satisfactory rating or higher on evaluation.	Clinical rotations	Preceptors	During Clinical rotations	
CRD 3.1.b.: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements	All interns will participate in diagnosing nutrition problems and writing appropriate PES statements in medical record and for case studies in a clinical setting. 85% will receive a satisfactory rating or higher on evaluation.	Clinical rotations	Preceptors	During Clinical rotations	
CRD 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention	All interns will plan and document appropriate nutrition interventions in a clinical setting. 90% will receive a satisfactory rating or higher on evaluation.	Clinical rotations	Preceptors	During Clinical rotations	
CRD 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis	All interns will monitor and evaluate patients and make appropriate adjustments to plan where necessary in a clinical setting. 90% will receive a satisfactory rating or	Clinical rotations	Preceptors	During Clinical rotations	

	higher on evaluation.				
CRD 3.1.e: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting	All interns will prepare documentation of nutritional assessment, diagnosis, intervention, monitoring, and evaluation as required by healthcare systems. 90% will receive a satisfactory rating or higher on evaluations.	Clinical rotations	Preceptors	During Clinical rotations	
CRD 3.2: Demonstrate effective communications skills for clinical and customer services in a variety of formats (Note: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	All interns will develop appropriate educational materials for client education and/or employee training using a variety of formats. 90% will receive a satisfactory rating or higher on evaluations.	Community, clinical, and FSM rotations	Preceptors	During community, clinical, and FSM rotations	
CRD 3.3: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Note: <i>Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.</i> )	All interns will develop and deliver nutrition education programs that will benefit consumer health and wellness during community rotations that target various populations. 90% will receive a satisfactory rating or higher on evaluations.	Community rotation	Preceptors	During community rotation	
CRD 3.4: Deliver respectful, science-based answers to consumer questions concerning emerging trends	All interns will deliver respectful, science-based answers to consumer questions during community/health fairs. 90% will receive a satisfactory rating or higher on evaluation. All interns will participate in science based course on	Community rotation, FACS 5367	Preceptors, class instructor	During community rotations, end of FACS 5367	

	consumer and technology emerging trends. 90% will receive a grade of B or higher in the course.				
CRD 3.5: Coordinate procurement, production, distribution and service of goods and services (Note: <i>Students/Interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</i> )	All interns will coordinate production, distribution, and service of goods and services during FSM rotations. 90% will receive a satisfactory rating or higher on evaluations.	FSM rotations	Preceptors	During FSM rotations	
CRD 3.6: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals	All interns will participate in recipe/menu development and conduct sensory and satisfaction surveys during food service rotations. 90% will receive satisfactory rating or higher on rotation evaluations.	FSM rotations	Preceptors	During FSM rotations	
<p><b>Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations</b></p> <p>KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.  KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.  KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: <i>Students must be able to explain the impact of a public policy position on dietetics practice.</i>)  KRD 4.4: The curriculum must include content related to health care systems. (Note: <i>Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services.</i>)  KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers</p>					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 competencies per domain
CRD 4.1: Participate in management of human resources	All interns will complete management style of assessments of	FSM rotations	Preceptors	During FSM rotations	

	supervisors, and participate in employee hiring/disciplining processes and/or employee performance evaluations as available during food service rotations. 85% will receive a satisfactory rating or higher on rotation evaluations.				
CRD 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	All interns will conduct food safety assessments and sanitation inspection during food service rotations. 85% will receive a satisfactory rating or higher on rotation evaluations.	FSM rotations	Preceptors	During FSM rotations	
CRD 4.3: Participate in public policy activities, including both legislative and regulatory initiatives	All interns will participate in public policy activities related to nutrition. 85% will receive a satisfactory rating or higher on rotation evaluations.	Community rotation	Preceptors	During community rotation	
CRD 4.4: Conduct clinical and customer service quality management activities	All interns will conduct quality assurance and control programs during clinical and FSM rotations. 85% will receive a satisfactory rating or higher on rotation evaluations.	Clinical and FSM rotations	Preceptors	During clinical and FSM rotations	
CRD 4.5: Use current informatics technology to develop, store, retrieve and disseminate information and data	All interns will use current informatics technology to develop DI portfolio and case study presentations. 85% or higher will obtain a B or higher on portfolio and case study assignments.	Throughout program	Program director, class instructor	End of each semester	

CRD 4.6: Analyze quality, financial or productivity data and develop a plan for intervention	All interns will analyze financial data including revenue and meal costs and develop plan for intervention during FSM rotation.	FSM rotation	Preceptors	During FSM rotation	
CRD 4.7: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment <sup>11</sup>	All interns will conduct plate waste study, examine financial reports, and make recommendations to reduce waste. 85% will receive a satisfactory rating or higher on rotation evaluations.	FSM rotation	Preceptors	During FSM rotation	
CRD 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	All interns will research product/equipment and evaluate considering costs and benefits. 90% will receive a satisfactory rating or higher on rotation evaluations.	FSM rotation	Preceptors	During FSM rotation	
CRD 4.9: Analyze financial data to assess utilization of resources	All interns will analyze financial data including budget and revenue during FSM rotations. 85% will receive a satisfactory rating or higher on rotation evaluations.	FSM rotation	Preceptors	During FSM rotation	
CRD 4.10: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	All interns will develop a Design and Layout Project during FSM including a design/redesign of work units, budget, equipment, supplies, and staffing needs for new plan. 90% will obtain grade of B or	FACS 5379	Class instructor	End of FACS 5379	

<sup>11</sup> Students/interns are encouraged to promote environmentally-friendly practices, so that future generations have the water, materials, and resources to protect human health and life on the planet. Practical steps include using local ingredients; not wasting food and resources; using efficacious, non-toxic products when available; properly disposing of toxic materials; reusing containers and products; recycling when possible; purchasing products with recycled content; and teaching others the value of sustainability.

	higher on projects.				
CRD 4.11: Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.	All interns will discuss and identify coding used for reimbursement for dietetic/nutrition services at clinical facilities. 85% will receive a satisfactory rating or higher on rotation evaluations.	Clinical rotations	Preceptors	During clinical rotations	

**Domain 5: Support Knowledge: knowledge underlying the requirements specified above.**

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology



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Note: Programs must submit separate outcome data (F) for each pathway; however, complete matrices do not need to be provided for those pathways, unless they are customized to the pathway.

**Directions:** When submitting completed plans for the past five years, you may attach your original concentration competencies and matrices (from five years ago), and do not have to retype information into this document as long as the information requested in columns A-F is provided. List at least one learning objective and assessment method for every competency; specify the rotation or class in which the assessment occurred; identify the individuals or groups responsible for ensuring that the assessment took place; and state the timeframe for collecting the data. Select at least two competencies for each concentration area, and include the actual outcome data achieved for the competencies over the five-year lifetime of the plan (column F). Be sure to submit separate outcome data for each program pathway.

When submitting plans for the next five years, complete a new summary matrix or copy your past five-year matrix, and update it to reflect concentrations, competencies, and learning objectives for the next five years (columns A-E). Leave column F blank; however, by the end of the five-year lifetime of the new plan, you will have to provide outcome data for at least two competencies for each concentration. Be sure to collect separate outcome data for each program pathway.

**Program Concentrations Summary Matrices for Learning Assessment (Standards 9 & 13)  
Assessment Period from 2014 to 2018**

**Title of Concentration Area 1: Community Research and Wellness**

<b>A) List the program-defined Intern competencies (add or delete lines as needed)</b>	<b>B) Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>C) Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>D) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>E) Timeline for collecting formative and summative data (Guideline 13.1e)</b>	<b>F) Resulting Data with the Date Collected for 2 Competencies per Concentration</b>
CRD 5.1 Develop a wellness-related research proposal with a business plan targeting employees, students, or other community groups	All interns will develop on paper a business plan for the conduct of a well-designed community based wellness and research project. 85% of the interns will obtain a grade of B or higher for the plan.	Community (Wellness) rotation project	Program Director	During and end of (wellness) community rotations	
CRD 5.2 Formulate a marketing plan/strategy for stakeholders' involvement, participation, recruitment of participants, and identify distribution channels and appropriate promotional efforts.	All interns will design and describe the marketing and operational plans including budget, (with examples) for the selected event. A description of the organization and management team must be included along with the job description for each team member. 85% of the interns will obtain a grade of B or higher on this project.	Community (Wellness) rotation project	Program Director	During and end of (wellness) community rotations	
CRD 5.3 Execute one aspect of the plan through application/intervention and measure its effectiveness. Provide recommendations for improvement of the plan. (Perform)	All interns will conduct a wellness intervention program using established guidelines for research and program implementation. Conduct assessments for evaluation of outcomes with appropriate analysis, interpretation and recommendations. 85% of	Community (Wellness) rotation project	Program Director	During and end of (wellness) community rotations	

	the interns will obtain a grade of B or higher on this project.				
CRD 5.4 Dissemination of the results for the overall wellness project in a variety of forum, including local dietetic association and produce a manuscript for a nutrition-related journal.	All interns will write a manuscript following local, state or national journal guidelines on the outcome of the project. Interns will make professional presentation(s) to peers, preceptors, DI director and/or at local, state, or national conferences, where applicable. 85% of the interns will obtain a grade of B or higher for the completion of the project and obtain a satisfactory rating for presentations.	Community (Wellness) rotation project	Program Director	During and end of (wellness) community rotations	

**Title of Concentration Area 2 (if applicable):**

<b>A) List the program-defined Intern competencies (add or delete lines as needed)</b>	<b>B) Learning objective and the assessment methods that will be used (Guideline 13.1a &amp; b)</b>	<b>C) Rotation or class in which assessment will occur (Guideline 13.1c)</b>	<b>D) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)</b>	<b>E) Timeline for collecting formative and summative data (Guideline 13.1e)</b>	<b>F) Resulting Data with the Date Collected for 2 Competencies per Concentration</b>
Add rows as needed					

**Sam Houston State University Dietetic Internship**  
 Rotation Evaluation: Medical Nutrition Therapy

Intern: \_\_\_\_\_ Date \_\_\_\_\_

Facility: \_\_\_\_\_

**Performance:**

**3 = exceeds competency (excellent)**

**2 = meets competency (satisfactory)**

**1 = falls below competency (not satisfactory)**

**NA = Not Applicable**

**NO = Not Observable**

	3	2	1	NA	NO	Comments
<b>Policies and Procedures (CRD 2.6)</b> ➤ Integrates into acquired experience ➤ Applies decision making						
<b>Professionalism (CRD 2.1)</b> ➤ Applies Standards of Prof. Performance ➤ Applies Scope of Dietetics Practice Framework ➤ Applies Code of Ethics						
<b>Current Technology (DI 3.2)</b> ➤ Integrates into required experience ➤ Develops print, visual, electronic and/or mass media methods for patient/client education and/or employee training						
<b>Nutrition Education/In-Service (CRD 2.3, 3.2)</b> ➤ Assesses needs of target audience ➤ Develops content of program that is accurate and evidence-based ➤ Selects appropriate method to communicate message ➤ Develops appropriate education materials ➤ Delivers presentation professionally						
<b>Development of Education Materials (CRD 2.2, 3.2)</b> ➤ Assesses needs of target audience ➤ Demonstrates clarity & organization ➤ Utilizes appropriate graphic material to effectively communicate message ➤ Provides accurate & evidence-based info.						
<b>Nutrition Counseling (CRD 2.4, 3.2)</b> ➤ Established rapport with client ➤ Uses appropriate language ➤ Uses appropriate education materials ➤ Establishes plan for monitoring/follow-up						
<b>Quality/Performance Improvement (CRD 4.4)</b> ➤ Implements audit procedure ➤ Evaluates outcome of audit						
<b>Operating Plan Development (CRD 4.8)</b> ➤ Analyzes department product for cost/benefit comparison						

**Performance:**

**3 = exceeds competency (excellent)**

**2 = meets competency (satisfactory)**

**1 = falls below competency (not satisfactory)**

**NA = Not Applicable**

**NO = Not Observable**

	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>NO</b>	<b>Comments</b>
<b>Sensory Evaluation of Nutrition Product (CRD 3.6)</b> <ul style="list-style-type: none"> <li>➤ Participates in taste evaluation of medical nutritional/foods</li> <li>➤ Discerns indications for product use</li> </ul>						
<b>Nutrition Care Process (CRD 3.1)</b> <ul style="list-style-type: none"> <li>➤ Conducts nutrition assessment of patients/residents with medical problems</li> <li>➤ Determines nutrition diagnosis, etiology, signs and symptoms</li> <li>➤ Calculates enteral &amp; parenteral feedings</li> <li>➤ Prepares documentation of nutrition assessment, diagnosis, intervention, monitoring and evaluation</li> </ul>						
<b>Nutrition Care Plans (CRD 1.2, 3.1)</b> <ul style="list-style-type: none"> <li>➤ Completes SOAP/ADIME reports</li> <li>➤ Prepares case study on patient with complex medical condition</li> </ul>						
<b>Management of Patient's/Resident's Food and Nutrient Intake (CRD 2.6, 3.1)</b> <ul style="list-style-type: none"> <li>➤ Calculates patient's/resident's dietary intake; compares to nutrient requirements</li> <li>➤ Assesses current diet prescriptions</li> <li>➤ Suggests appropriate diet prescriptions and methods of feeding</li> <li>➤ Conducts meal rounds; follows through with personnel to make meal adjustments</li> </ul>						
<b>Community Service Referral (CRD 2.7)</b> <ul style="list-style-type: none"> <li>➤ Identifies community resources available to patient (hospital); refers patients to appropriate community services</li> </ul>						
<b>Professional Service Referral (CRD 2.10)</b> <ul style="list-style-type: none"> <li>➤ Refers patients to other healthcare professionals</li> <li>➤ Participates in medical rounds and/or discharge planning</li> </ul>						
<b>Management of Clinical Nutrition Services (CRD 2.8, 2.13, 3.1)</b> <ul style="list-style-type: none"> <li>➤ Participates in staff relief providing medical nutrition therapy for patients in a designated area</li> <li>➤ Evaluates progression of skills attained during rotation; specific examples of improvement shown</li> </ul>						
<b>Interpersonal and Communication Skills (CRD 2.13)</b> <ul style="list-style-type: none"> <li>➤ Displays appropriate interpersonal and communication skills with staff and client/consumer</li> </ul>						
<b>Interdisciplinary Team Conferences (CRD 2.5)</b> Participates in nutrition component of departmental and interdepartmental meetings						

**Performance:**

**3 = exceeds competency (excellent)**

**1 = falls below competency (not satisfactory)**

**NO = Not Observable**

**2 = meets competency (satisfactory)**

**NA = Not Applicable**

	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>NO</b>	<b>Comments</b>
<b>Operational Management</b> (CRD 1.1, 2.10, 4.11) <ul style="list-style-type: none"><li>➤ Identifies diagnostic coding used for reimbursement</li><li>➤ Creates a marketing plan</li><li>➤ Develops a plan for an outcomes study</li></ul>						

**Overall Assessment**

Comments on intern’s performance and evaluation of this individual as a candidate for a position in your organization:

Preceptor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

**Sam Houston State University Dietetic Internship**  
Rotation Evaluation: Community Nutrition

Intern: \_\_\_\_\_ Date \_\_\_\_\_

Facility: \_\_\_\_\_

**Performance:**

**3 = exceeds competency (excellent)**

**2 = meets competency (satisfactory)**

**1 = falls below competency (not satisfactory)**

**NA = Not Applicable**

**NO = Not Observable**

	3	2	1	NA	NO	Comments
<b>Policies and Procedures (CRD 2.6)</b> ➤ Integrates into acquired experience ➤ Applies decision making						
<b>Professionalism (CRD 2.1)</b> ➤ Applies Standards of Prof. Performance ➤ Applies Scope of Dietetics Practice Framework ➤ Applies Code of Ethics						
<b>Current Technology (CRD 3.2)</b> ➤ Integrates into required experience ➤ Develops print, visual, electronic and/or mass media methods for client education and/or employee training						
<b>Nutrition Education/In-Service (CRD 2.3, 3.2)</b> ➤ Assesses needs of target audience ➤ Develops content of program that is accurate and evidence-based ➤ Selects appropriate method to communicate message; delivers professionally ➤ Develops appropriate education materials						
<b>Development of Education Materials (CRD 2.2, 3.2)</b> ➤ Assesses needs of target audience ➤ Demonstrates clarity & organization ➤ Utilizes appropriate graphic material to effectively communicate message ➤ Provides accurate & evidence-based info.						
<b>Legislative and Public (CRD 4.3)</b> ➤ Participates in legislation related to nutrition						
<b>Management of Nutrition Services (CRD 3.1)</b> ➤ Conducts nutrition assessment of community group; develops a needs assessment ➤ Participates in nutrition intervention of community group						
<b>Health Promotion (CRD 1.3, 2.2, 3.3, 3.4)</b> ➤ Utilizes media for newsletter or newspaper using appropriate written and/or oral communication ➤ Participates in community based programs ➤ Develops a health promotion project ➤ Develops age appropriate nutrition games/activities						

**Performance:**

**3 = exceeds competency (excellent)**

**1 = falls below competency (not satisfactory)**

**NO = Not Observable**

**2 = meets competency (satisfactory)**

**NA = Not Applicable**

	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>NO</b>	<b>Comments</b>
<b>Interpersonal and Communication Skills (CRD 2.13)</b> <ul style="list-style-type: none"><li>➤ Displays appropriate interpersonal and communication skills with staff and client/consumer</li><li>➤ Arranges for volunteer service in organization providing emergency food program</li></ul>						
<b>Research for Dietetics Practice (CRD 1.4)</b> <ul style="list-style-type: none"><li>➤ Critiques articles on hunger and food insecurity from appropriate journals</li></ul>						

**Overall Assessment**

Comments on intern's performance and evaluation of this individual as a candidate for a position in your organization:

Preceptor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_



**Sam Houston State University Dietetic Internship**  
 Rotation Evaluation: Food Service Management

Intern: \_\_\_\_\_ Date \_\_\_\_\_

Facility: \_\_\_\_\_

**Performance:**

**3 = exceeds competency (excellent)**

**2 = meets competency (satisfactory)**

**1 = falls below competency (not satisfactory)**

**NA = Not Applicable**

**NO = Not Observable**

	3	2	1	NA	NO	Comments
Policies and Procedures (CRD 2.6) ➤ Integrates into acquired experience						
Professionalism (CRD 2.1) ➤ Applies Standards of Prof. Performance ➤ Applies Scope of Dietetics Practice Framework ➤ Applies Code of Ethics						
Current Technology (CRD 3.2) ➤ Integrates into required experience ➤ Develops print, visual, electronic and/or mass media methods for client education and/or employee training						
Nutrition Education/In-Service (CRD 2.3, 3.2) ➤ Assesses needs of target audience ➤ Develops content of program that is accurate and evidence-based ➤ Selects appropriate method to communicate message ➤ Delivers presentation professionally						
Development of Education Materials (CRD 2.2, 3.2) ➤ Assesses needs of target audience ➤ Demonstrates clarity & organization ➤ Utilizes appropriate graphic material to effectively communicate message ➤ Provides accurate & evidence-based info						
Quality/Performance Improvement (CRD 4.4) ➤ Implements audit procedure ➤ Evaluates outcome of audit						
Equipment (CRD 4.8) ➤ Writes specifications for a new piece of equipment						
Human Resources (CRD 2.8, 4.1) ➤ Displays appropriate interpersonal skills with employees & supervisors ➤ Participates in job interviews, performance evaluations, and employee relations						

**Performance:**

**3 = exceeds competency (excellent)**

**2 = meets competency (satisfactory)**

**1 = falls below competency (not satisfactory)**

**NA = Not Applicable**

**NO = Not Observable**

	3	2	1	NA	NO	Comments
<b>Financial, Human, Physical and Material (CRD 2.11, 3.2, 4.6, 4.7, 4.8, 4.9)</b> <ul style="list-style-type: none"> <li>➤ Analyzes revenue from facility; develops plan to increase revenue or lower meal cost</li> <li>➤ Practices integration of financial, human, physical and material resources</li> <li>➤ Analyzes financial data to assess budget controls and maximize fiscal outcomes</li> <li>➤ Researches new product; implements and evaluates product considering costs and benefits</li> <li>➤ Participates in design/redesign of work units</li> <li>➤ Develops procedures to reduce waste</li> </ul>						
<b>Production, Distribution and Service (CRD 3.5, 4.2)</b> <ul style="list-style-type: none"> <li>➤ Analyzes production requirements</li> <li>➤ Participates in inventory, production sheets, work schedules, ordering and receiving</li> <li>➤ Evaluates delivery system of meals and nourishments</li> <li>➤ Develops/modifies standardized recipe</li> <li>➤ Understands HACCP principles; performs maintenance and safety check</li> </ul>						
<b>Menus (CRD 3.6)</b> <ul style="list-style-type: none"> <li>➤ Participates in taste testing menu items</li> <li>➤ Plans cycle menu/monthly menu</li> <li>➤ Analyzes adequacy based on facility criteria</li> </ul>						
<b>Supervise customer satisfaction systems (CRD 3.6)</b> <ul style="list-style-type: none"> <li>➤ Applies leadership principles when conducting a survey to assess client preferences; implements changes based on survey results</li> </ul>						
<b>Management of Food and Nutrition Services (CRD 2.8, 2.13)</b> <ul style="list-style-type: none"> <li>➤ Participates in staff relief in a designated food service area</li> <li>➤ Evaluates progression of skills attained during rotation; specific examples of improvement shown</li> </ul>						
<b>Interpersonal and Communication Skills (CRD 2.13)</b> <ul style="list-style-type: none"> <li>➤ Displays appropriate interpersonal and communication skills with staff and client/consumer</li> </ul>						

## Overall Assessment

Comments on intern's performance and evaluation of this individual as a candidate for a position in your organization:

Preceptor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

**Sam Houston State University Dietetic Internship**  
Professional Behavior Evaluation

Intern: \_\_\_\_\_ Date \_\_\_\_\_

Facility: \_\_\_\_\_

**This evaluation form should be used IN ADDITION to the rotation evaluation for all rotations.**

**Performance Criteria:**

3 = performance frequently exceeds the requirements (more than satisfactory)

2 = performance meets the requirements (satisfactory)

1 = performance frequently falls below requirements (needs improvement)

0 = performance consistently falls below requirements (unacceptable)

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<b>Organization and Planning:</b> Organizes and manages time efficiently; completes tasks within specified time frames; provides accurate information about work and services completed.					
<b>Decision Making:</b> Recognizes problems/potential problems; makes sound decisions under pressure; exercises good judgment, demonstrates progress toward independence throughout rotation.					
<b>Dependability:</b> Follows through with assignments; arranges personal schedule to avoid interfering with professional obligations; prompt; meets professional commitments/obligations as agreed with others.					
<b>Initiative:</b> Acts promptly; willing to take independent action; consistently attains goals; volunteers enthusiastically; self-motivated.					
<b>Resourcefulness:</b> Readily determines alternative plan of action in event of change; seeks additional learning experiences to improve areas of knowledge; thinks “out of the box”.					
<b>Adaptability:</b> Flexible; demonstrates a positive “attitude” to new assignments, change, and adversity.					
<b>Enthusiasm:</b> Maintains a positive outlook; demonstrates confidence; displays interest and enthusiasm.					
<b>Interpersonal Skills:</b> Conducts self in a tactful, professional and positive manner; accepts constructive criticism; is cooperative and respectful of patients & staff.					
<b>Professional/Ethical Conduct:</b> Adheres to policies and procedures of the institution and internship program; conducts self with honesty, integrity, and fairness; accepts and respects supervision and guidance; respects and maintains the confidentiality of patients and personnel.					
<b>Verbal/Non-Verbal Communication:</b> Listens and follows directions as given; actively participates in discussions and meetings; demonstrates a positive attitude towards workload, preceptors, peers and clients.					
<b>Written Communication:</b> Written work is well-organized, clear, concise, professional and consistent with the documentation policies and procedures of the facility.					
<b>Professional Development:</b> Knows and uses nutrition references and resources appropriately; is aware of personal/professional strengths and weaknesses; completes self-assessment and develops appropriate plans for professional development.					

Please comment on punctuality and attendance record: Is the intern's attendance record satisfactory, taking into account an imperfect traffic system and legitimate absences?

Additional comments regarding the intern's professional behavior:

Preceptor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

# Sam Houston State University Dietetic Internship

## Dietetic Intern FINAL Evaluation Form for Community

Dietetic Intern \_\_\_\_\_

Preceptor \_\_\_\_\_

Rotation \_\_\_\_\_

Student: Give this form to your preceptor after you complete your final community rotation.

Preceptor: This evaluation represents Preceptor's assessment of dietetic internship student's competence and readiness as an entry-level dietitian in Community. It is used to help determine final grade for this rotation.

Please check one blank below:

I. \_\_\_\_\_ This candidate has met and exceeded the competencies in the time allowed in the *community* area to function as an entry-level dietitian. Given my knowledge of this candidate's current performance, he/she should have little difficulty becoming a practicing dietitian.

II. \_\_\_\_\_ This candidate has met all the competencies, and given additional study/practice, should be able to function in the *community* area as an entry level dietitian. Given my knowledge of this candidate's current performance, he/she should plan to devote additional time to the study of the *community* area.

III. \_\_\_\_\_ This candidate has met some of the competencies, and needs additional study/practice to be able to function as an entry level dietitian. Given my knowledge of this candidate's current performance, a plan for further supervised practice should be developed for the student and he/she should plan to devote additional time to the study and practice of the *community* area.

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

I = A  
II = B  
III = C

**Sam Houston State University Dietetic Internship**  
Student's Evaluation of Facility and Preceptor

Facility: \_\_\_\_\_ Rotation: \_\_\_\_\_

Preceptor: \_\_\_\_\_

This evaluation is to be completed by the student at the completion of each rotation. For each category, use the following rating:

**E: Excellent (superior)**      **M: More than Satisfactory**      **S: Satisfactory (effective)**  
**I: Needs Improvement**      **U: Unsatisfactory**      **NA: Not Applicable**

	<b>E</b>	<b>M</b>	<b>S</b>	<b>I</b>	<b>U</b>	<b>NA</b>
<b>Facility</b>						
• Was the site prepared for you and were you briefed on requirements expected by the preceptor?						
• Did the facility provide an environment conducive for learning?						
• Were expectations and rotation experiences were made clear early in the rotation?						
• Did the facility promote professional growth?						
• Were facility personnel helpful and supportive?						
• Were learning objectives of the rotation met?						
• Did the facility provide experiences that were conducive to meeting the competencies outlined on the assignment checklist?						
• Site overall rating.						

**Additional Questions**

1. What was your best experience with this rotation?
  
2. What did you find that you benefit from that you did not expect?
  
3. What could have been done to better prepare you for this rotation?

Comments and Recommendations regarding improvement of the placement: For any rating below "S" (Satisfactory) to the questions above, please give specific reasons:

**E: Excellent (superior)**  
**I: Needs Improvement**

**M: More than Satisfactory**  
**U: Unsatisfactory**

**S: Satisfactory (effective)**  
**NA: Not Applicable**

	<b>E</b>	<b>M</b>	<b>S</b>	<b>I</b>	<b>U</b>	<b>NA</b>
<b>Preceptor</b>						
• Did the preceptor identify your strengths and limitations objectively?						
• Was the preceptor able to advise and teach regarding professional competency areas encountered?						
• Was the preceptor responsive to your questions, interests, and concerns?						
• Was the preceptor available to you for problem solving during the rotation?						
• Was the preceptor a good professional role model?						
• Preceptor overall rating.						

**Additional Questions**

What could the preceptor have done differently to better meet your needs?

Comments and Recommendations regarding teaching effectiveness and responsiveness to students. For any rating below “S” (Satisfactory) for the items above, please give specific reasons.



**Sam Houston State University Dietetic Internship**  
Group Teaching Performance

Intern \_\_\_\_\_ Date \_\_\_\_\_ Rotation \_\_\_\_\_

Presentation Title/Topic: \_\_\_\_\_

**E=Excellent    S=Satisfactory    N/I=Needs Improvement    N/A=Not Applicable**

**I. Preparation:** E      S      N/I      N/A

- Topic is appropriate for the group
- Lesson plan is completed
- Defines goal(s) and objective(s)

**II. Setting:** E      S      N/I      N/A

- Introduces self, thanks for opportunity
- Explains the topic and plan for the lesson
- Creates positive atmosphere

**III. Content:** E      S      N/I      N/A

- Relevant aspects of topic are presented
- Organized and logical sequence
- Appropriate level of difficulty for the audience
- Right amount of coverage for the allotted time
- Gave accurate examples, used visuals effectively

**IV. Audience Participation:** E      S      N/I      N/A

- Asked open ended questions
- Asked questions to check understanding
- Incorporated audience into presentation

**V. Closure:** E      S      N/I      N/A

- Answered questions appropriately
- Thanked audience for attention and attendance

**VI. Presentation:** E      S      N/I      N/A

- Looked professional
- Self-confident, was at ease
- Maintained eye contact, avoided reading notes
- Stayed within allotted time

Evaluator's Comments:

Intern's self-analysis:

Intern's signature: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

**Sam Houston State University Dietetic Internship**  
Project Performance

Intern \_\_\_\_\_ Date \_\_\_\_\_ Rotation \_\_\_\_\_

Project Title/Topic: \_\_\_\_\_

**E=Excellent    S=Satisfactory    N/I=Needs Improvement    N/A=Not Applicable**

**I. Preparation:**

E      S      N/I      N/A

- Topic is appropriate for the target group
- Lesson plan is completed
- Defines goal(s) and objective(s)

**II. Project Development:**

E      S      N/I      N/A

- Handles logistics with minimal supervision
- Accurately analyzes data or problem
- Discusses progress with preceptor
- Responsive to feedback/suggested changes

**III. Content:**

E      S      N/I      N/A

- Relevant aspects of topic are presented
- Organized and logical sequence
- Age-appropriate information presented
- Used visuals effectively, gave accurate examples

**IV. Presentation:**

E      S      N/I      N/A

- Looked professional
- Self-confident, was at ease
- Maintained eye contact, avoided reading notes
- Stayed within allotted time

Evaluator's Comments:

Intern's self-analysis:

Intern's signature: \_\_\_\_\_ Evaluator's signature: \_\_\_\_\_

# Guidelines for Case Study Presentation

## Total Possible Points: 100

Assume this is a professional presentation and attire should reflect this. Relate the following information in this order:

### Chief Complaint (10 points)

- Age, race, sex, occupation
- History of present illness
- Past medical history
- Social history
- Diet history

Date of admission.

### List the major on-going nutrition problem(s) and any underlying illnesses (15 points)

- a. Give immediate background to present nutrition problem (may begin just prior to or since admission). Include recent weight change, diet history, and pertinent aspects of hospital course.
- b. Relate underlying or predisposing factors. These may be social, financial, or medical in nature (e.g. alcoholism, feeding problems, GI surgery, and burns).
- c. Discuss diseases and treatment modalities.

### Nutrition assessment

1. Physical exam (15 points)
  - a. Anthropometrics
  - b. weight/height; % of standard
  - c. triceps skinfold; % of standard (if applicable)
  - d. mid-arm muscle circumference; % of standard (if applicable)
2. Clinical findings (15 points)
  - a. hair, skin, nails
  - b. eyes
  - c. perioral, oral (taste, smell)
  - d. glands (parotid, thyroid)
  - e. musculoskeletal
  - f. neurologic
3. Laboratory (10 points)
  - a. serum albumin, prealbumin, hemoglobin, lymphocyte count, prothrombin time, serum iron/TIBC, BUN, creatinine, nitrogen balance

b. reactivity to skin tests (if available)

4. Other

a. evidence to suggest delayed wound healing or tissue repair

Your assessment of present nutritional situation (include diagnostic category of protein-calorie status, putting pertinent clinical and laboratory findings into context). (15 points)

a. Discuss the effects of the disease and its treatment on nutritional status.

b. Complete nutrition care process information.

Brief commentary on reason for above assessment. (10 points)

Planned approach for treatment. (10 points)

a. Immediate basis

b. Long-term basis TPN and Enteral Feeding (if oral support fails)

Be prepared to discuss relevant aspects of your medical nutrition evaluation and to defend your plan of action.

\*\*Oral presentation should be 15-20 minutes.

\*\*Case studies must be supported by a relevant and related journal article. Interns will present the supporting article along with the case study and should be prepared to discuss its significance.

## General Guidelines for Design and Layout Project

Be able to evaluate kitchen design. Review your notes from your DPD institutional (food system) management class on kitchen design and equipment specifications for foodservice systems. Analyze the effectiveness of the current equipment and layout of an individual kitchen (can be a school, central facility or hospital). Design a new kitchen or remodel an old one. Create a drawing of a foodservice kitchen using dimensions and specification of a kitchen in the rotation; should be to scale (ex.  $1/8'' = 1\text{ft}$  or  $1/4'' = 1\text{ft}$ ). Include a before and after drawing if you are doing a remodel. Show all equipment needed on the drawing(s). Make a list of the equipment with approximate pricing and total pricing for the kitchen. Use the information below as a guide for your FACS 5379 presentation.

### Review Present Situation (20 Points)

- a. Functions
- b. Flow of process/products
- c. Space
- d. Equipment layout and functions
- e. Duties of employees and their requirements
- f. Customers and their requirements

### Visualize the Future (20 Points)

#### Identify Areas Needing Improvement (20 points)

- a. Gains in efficiency/effectiveness (quality)
- b. Better meet public health codes
- c. Improve environment for employees
- d. Better meet customer needs
- e. Other

#### Make recommendations for improvement and state how this will improve quality of product/service or increase efficiency/effectiveness (20 points)

- a. Functions
- b. Flow of process/product
- c. Space
- d. Equipment layout and equipment changes/modifications and copies of equipment cut sheets or draw list specifications
- e. Employee needs
- f. Customer needs

#### References (20 points)

List and if referred to any throughout oral presentation and/or written report, must note. Use the JADA standard for listing references.

**Evaluation Method:** 20 points for each category for a total of 100 points. Intern will receive:

- <15 points if all requirements are not covered or less-than acceptable review is done on any one.
- 15 points if acceptable review is completed on all requirements.
- Up to 5 additional points for a total of 20 points if review or requirements demonstrates creative/innovative complete review and a summary is completed that integrates all results into the conclusions.

**\*If less than 75 points is obtained, parts or the entire project must be redone.**

## **Dietetic Internship Program Director Position Description**

The director of the Sam Houston State University Dietetic Internship (DI) Program is responsible for planning, coordinating, supervising and evaluating the DI Program. The Dietetic Internship Director coordinates all aspects of the program and works closely with departments and faculty with courses and options in the program. The program director is responsible for assuring that all ACEND accreditation standards, policies and procedures will be met.

Essential duties and responsibilities are:

- Develop broad policies for the program, monitor satisfactory completion of the program requirements for all students including program record maintenance, and managing the DI budget in coordination with the Department Chair.
- Implement ongoing assessment procedures for the program as a whole.
- Direct public relations and recruitment efforts.
- Advise, evaluate and counsel interns enrolled in the program.
- Plan rotation schedules of interns at the various preceptor sites.
- Evaluate the knowledge, skills, and competencies of the interns in cooperation with RDs and other professionals at preceptor sites.
- Select, maintain and work effectively with an advisory committee consisting of professionals in the fields of nutrition, dietetics, and education and representatives from the community.
- Evaluate the program on a continual basis to meet the accreditation standards and maintain program accreditation.
- Maintenance of complaints about the program received from interns or others, including disposition of the complaint.
- Remains competent and current through maintaining RD/LD credentials, self-directed professional reading, developing professional contacts with colleagues, and attending professional development courses.
- Help to ensure the success of the DI Program by performing all other duties as assigned.
- Teach undergraduate and graduate courses.

### **Qualifications Required:**

**Education:** Earned master's degree in the area of Food Science and Nutrition/Food Service Systems Management from an accredited college or university. Must be eligible for a full-time appointment as research or clinical faculty at Sam Houston State University.

**Registration and Licensure:** Registered Dietitian credentials and licensure as a dietitian in the State of Texas are required.

**Experience:** At least three years of experience as a registered dietitian is required and must include a minimum of two years of experience as a clinical dietitian. Experience in dietetics education including teaching dietetics courses is required. Familiarity and experience with online technologies is preferred.

**Skills:** Must be able to communicate orally and in writing with clientele to be served. Effective interpersonal skills and organizational skills are required.





Sam Houston  
State University

(A Member of The Texas State University System)

# Combined Master of Science in Dietetics & Dietetic Internship Program

Concentration: Community Research & Wellness

The SHSU DI Program is being offered through the Department of Family and Consumer Sciences. The DI program is based upon Accreditation Standards established by The Accreditation Council for Education in Nutrition & Dietetics (ACEND) of the Academy of Nutrition & Dietetics. Students who successfully complete the internship will be verified for eligibility to write for the Registration Examination, leading to credentialing as a RD.

## ACCREDITATION STATUS

The SHSU DI Program is currently granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics; 120 South Riverside Suite 2000; Chicago, IL 60606-6955; 312-899-0040

## TUITION & FEES\*

Internship Fee	\$300
Tuition Fees (36 hours)	
Texas Resident	\$13000
Non-Resident	\$26000
Medical Insurance	Varies
CPR/Drug Screen/Background Check	\$150
Vaccinations	Varies
Books	\$500
Room and Board	Varies

\*subject to change

## HOUSING

It is the intern's responsibility to select and provide his/her own housing. For information contact Residence Life at 936-294-1812 or <http://www.shsu.edu/~hou/www/>

## EXPECTED OUTCOMES

Interns successfully completing this Dietetic Internship Program should be able to meet the competencies necessary for the entry-level practitioner in the field of dietetics as delineated in the Standards of Education set forth by the Accreditation Council for Education in Nutrition & Dietetics (ACEND) of the Academy of Nutrition & Dietetics.

## For Further Information

ATTN: Dietetic Internship Director  
(For DI Program)

ATTN: Graduate Director  
(For MS in Dietetics Program)

Department of FCS  
Sam Houston State University  
Huntsville, TX 77341-2177

Phone | 936-294-1242

## COMPONENTS & EXPERIENCE SITES

The MS/DI Program is offered on a full-time basis requiring sixteen months to complete. There is one cohort of 10 students beginning each year in the fall semester. The 1200 hour curriculum includes four rotations, each involving different didactic experiences. The breakdown is as follows:

Clinical Nutrition	336 hours
Community Nutrition	336 hours
Foodservice Systems Mgt.	240 hours
Research	288 hours

The rotation sites include facilities in Huntsville, **Coldspring**, Livingston, Bryan, and the Greater Houston Area. *Interns must furnish their own vehicle, produce proof of automobile insurance, and have a valid driver's license.*

The 36 hour non-thesis MS degree in Dietetics combines the master's degree requirements with nine hours of practicum in the area preceptor sites and 12 hours in one of the following minor fields: business, education (counseling), psychology (counseling), or health.

The internship and master's degree are taken concurrently.

## SELECTION PROCESS

A selection committee reviews all qualified applicants received by the deadline of February 15. Application materials are evaluated by objective criteria: GPA, GRE, professional statement and recommendation letters.



## ACADEMIC CALENDAR

**SOCI 5314**  
Social Statistics  
**FACS 5379**  
Lab & Field  
Experience in FCS  
**3 hours minor**

FALL

**FACS 5330**  
Seminar in FCS Research  
**FACS 5379**  
Lab & Field Experience  
in FCS  
**3 hours minor**

SPRING

SUMMER

**FACS 5379**  
The Consumer &  
Food Technology  
**6 hours minor  
elective**

FALL

**FACS 5375**  
Seminar in Recent  
Developments in FCS  
**FACS 5383**  
Research Problems  
**FACS 5379**

## PROGRAM MISSION & PHILOSOPHY

The mission of the SHSU Dietetic Internship (DI) Program is to provide excellent supervised practice experience and high quality graduate education that will impart to interns appropriate educational and professional competencies essential for entry-level dietetic practitioners. The professional practice experiences in dietetics coupled with the Master of Science degree in Dietetics with a recommended minor in Health/Fitness, Business, Psychology, Education, and/or Counseling enhance the professional caliber of the graduates in this program. This background enables graduates to enter the rapidly expanding field of dietetics with greater professionalism and educational knowledge and service.

## PROGRAM GOALS

#1: Direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitians.

- Alumni will achieve over a 5-year period a pass rate of at least 80% on the RD exam.
- 90% of students will achieve a satisfactory rating for all competencies/learning outcomes.
- Over a 5-year period 70% of program graduates who sought employment in dietetics will be employed within 3 months of program completion.
- The mean rating of knowledge base that employers will give program graduates in their employ will meet or exceed the rating of satisfactory on surveys.
- Students will achieve a grade of 80% or better on the end of semester and Mock RD exam.
- Students will receive satisfactory or better score on effectiveness of performance on tasks by employers.
- In comparison to other dietitians our graduates will receive a rating of average or better from employers.

#2: Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.

- When surveyed 90% of students will indicate with satisfactory rating or better that the rotation sites provided adequate supervised experiences.
- 80% of students will rate preceptors on surveys as satisfactory or better for providing appropriate learning opportunities.
- Dietetic internship preceptors shall maintain a student-to preceptor ratio that is consistent with the agency's norm.
- On exit, 90% of graduates will indicate that rotation sites were adequate.
- 95% of students will indicate on surveys that all rotation tasks were useful.

- 90% of the graduating interns will indicate that their goals were met in the DI program.
- 85% of employers will indicate an overall desirability score of 3 or greater for graduates of the SHDI program.
- When surveyed, 90% of students will indicate with a rate of satisfactory or better with respect to monitoring, encouragement and support from faculty and preceptors.
- 85% of the students entering the DI program will complete it within 24 months.

Outcome data is available on request.

## ADMISSION REQUIREMENTS & FEES

Applicants must meet the following requirements prior to admission to the Dietetic Internship Program in the Department of Family and Consumer Sciences at SHSU:

1. A baccalaureate degree from an accredited college of university by the time the internship begins.
2. Min. 3.0 undergraduate GPA or  $\geq 3.0$  in last 60 hours.
3. Completion of the GRE within the last 5 years. A score of 295 or higher is preferred
4. Completion of a Didactic Program in Dietetics (DPD), accredited by ACEND or evidence of completing all but one semester of coursework in an undergraduate DPD.
5. Completion of DICAS Application by February 15
6. Participation in Spring Computer Matching: Applicants must register online at D&D Digital. SHSU Code #225.

Students matched to the internship must apply for graduate school by completing the Graduate Application and sending required materials to Graduate Admissions.

Application Fees:

- \$30 DI Application Fee/\$45 Graduate Application Fee
- \$50 computer matching with D&D Digital
- \$40 DICAS - 1 program: \$20 each additional program

***Combined Master's Degree in Dietetics & Dietetic  
Internship Program***

**Policies and Procedures Handbook  
2013-2014**



***Sam Houston State University  
Department of Family and Consumer Sciences***

**Revised August 2013**

# 2013 SHSU MS/DI Handbook

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## Introduction

The Sam Houston (SH) Combined Master of Science degree in Dietetics and Dietetic Internship (DI) Program is housed within the structures of Sam Houston State University (SHSU), a part of The Texas State University System. Sam Houston State University, located in Huntsville, Texas, serves one of the most diverse populations of any educational institution in the state. The institution was established as Sam Houston Normal Institute in 1879 and is one of the oldest institutions of higher education in the State of Texas. In 1925, membership was granted to the Southern Association of Colleges and Schools (SACS). Sam Houston State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4501 for questions about the accreditation of Sam Houston State University or visit their website [www.sacscoc.org](http://www.sacscoc.org).

Sam Houston State University is a multicultural institution whose mission is “to provide excellence by continually improving quality education, scholarship and service to its students and to appropriate regional, state, national and international constituencies”.

The baccalaureate degree in home economics was first awarded in 1919. A graduate degree in home economics was authorized in 1936. In 2001, the baccalaureate and graduate degree names were changed to Family and Consumer Sciences. In 2004, the Department of Family and Consumer Sciences became part of a new College: College of Humanities and Social Sciences (CHSS) whose mission is to provide an essential component to a liberal arts education: “understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions and behavior.” The college hopes to accomplish this mission by promoting analytic, interpretative, interpersonal, and communication skills and will facilitate personal growth, competent professionalism and responsible citizenship.

The SH DI Program is offered through the Department of Family and Consumer Sciences, which has been involved in nutrition education since 1975. The Department of Family and Consumer Sciences is dedicated to meeting the needs of its students through periodic monitoring and improving each program area offered. Much of the graduate degrees offered in the department have been in the area of dietetics. The Department’s curriculum aims to provide students with a holistic theoretical base with awareness of physiological, psychological, sociological and intellectual characteristics and human needs of the public they will serve. There is a continuous striving for the professional development of students through educational opportunities and wise use of faculty and university resources. The Sam Houston Combined Master of Science in Dietetics and Dietetic Internship program’s mission, philosophy and goals are consistent with high ethical standards and goals of the University, College, the Department of Family and Consumer Sciences, and the Academy of Nutrition and Dietetics.

## Section 1: General Information

### Program Mission and Philosophy

The mission of the Sam Houston State University Dietetic Internship (DI) Program is to provide excellent supervised practice experience and high quality graduate education that will impart to interns appropriate educational and professional competencies essential for entry-level dietetic practitioners. The professional practice experiences in dietetics coupled with the Master of Science (M.S.) degree in Dietetics with a recommended minor in Health/Fitness, Business, Psychology, Education, and/or Counseling enhance the professional caliber of the graduates in this program. This background enables graduates to enter the rapidly expanding field of dietetics with greater professionalism and educational knowledge and service.

### Goals for Dietetic Internship

- Direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitians.

- Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.
- Instruct students in the DI in the knowledge necessary to communicate effectively with peers and clients individually and in groups.
- Prepare professionals who will contribute to the profession and to the community as educators in appropriate dietary practice.
- Prepare dietetic professionals committed to continuing education and participation in professional organizations.

The philosophy and goals of the Sam Houston State University Combined M.S. and Dietetic Internship program are consistent with high ethical standards, the philosophy and goals of the University, the College of Humanities and Social Science, the Department of Family & Consumer Sciences, and the Academy of Nutrition and Dietetics.

### **Student Learning Objectives**

Upon completion of the program, the graduates will:

- Demonstrate effective communication skills and the ability to use a variety of communication tools in disseminating nutrition information.
- Perform the nutrition care process in a variety of settings such as acute care, long-term care and community settings.
- Utilize broad knowledge and skills to provide dietary recommendations for optimal health.
- Demonstrate leadership skills necessary to successfully manage resources appropriate to the setting.
- Demonstrate the ability to analyze and evaluate information related to dietary practice and health outcomes.
- Model professional skills and behavior, including ethical practice and commitment to life-long learning and the ability to collaborate and work in harmony with others.
- Exhibit the professional competencies of a dietitian as identified by the Academy of Nutrition and Dietetics.

The 2013 curriculum provides practice in all areas of dietetics with a concentration in **Community Research and Wellness**. ACEND's competency statements are represented for each of the four core areas: Scientific and Evidence Base of Practice, Professional Practice Expectations, Clinical and Customer Services, and Practice Management and Use of Resources. The concentration and core competencies provide participants of the DI program with an array of experiences that will prepare them in a well-rounded manner.

Students upon leaving the internship program will be able to perform as competent professionals in an entry-level position. The program also intends to help the students gain minimum research skills applicable in daily practice of dietetics and to acquire ethical values which are consistent with that of the healthcare service professional.

The Sam Houston Dietetic Internship is designed to prepare individuals who have met entry-level performance requirements as defined by the Academy of Nutrition and Dietetics (AND) to gain supervised experience so as to sit for the Registration Examination for Dietitians (RD). The program is open to students with a Bachelor's degree from an approved Didactic Program in Dietetics (DPD) as accredited by the AND. Enrollment in Graduate Studies at Sam Houston State University and within the department is required. Students must register for a total of 36 credit hours throughout the internship.

Students enrolled in the program participate in a minimum of 1200 hours of practicum experience in food service management, clinical, community, and research aspects of dietetics and nutrition. One-on-one supervision is provided by affiliated institutions. Program outcome data is available upon request.

## **Professional Involvement**

Interns are expected to become active in their field in a variety of ways:

- Memberships in the Academy of Nutrition and Dietetics, Texas Academy of Nutrition and Dietetics, Sam Houston Student Dietetic Association, and Texas Student Dietetic Association are required.
- In addition, research conducted during FACS 5330: Research Methods and/or during the execution of Community Research and Wellness concentration may be submitted to upcoming Texas Academy of Nutrition and Dietetics or Academy of Nutrition and Dietetics meetings during interns' enrollment in the Sam Houston State University DI program.
- Further information on each can be obtained from the internship director.

## **Accreditation Status**

The Sam Houston State University Dietetic Internship Program is currently **Accredited** by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6955. (317) 899-4876. Website: <http://www.eatright.org/acend>

## **Equal Opportunity**

Sam Houston State University is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran status, age, or disability in its educational programs, activities, admissions or employment practices as required by Title XI of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statues and University policy. Inquiries concerning these statues and information regarding campus accessibility should be referred to the Director of Human Resources, Box 2356, Huntsville, TX 77341-2356, (936) 394-1062.

## **Admission Requirements**

Applicants must meet the following requirements prior to unconditional admission to the Combined MS in Dietetics & Dietetic Internship Program in the Department of Family and Consumer Sciences at Sam Houston State University:

### Dietetic Internship Program

- Participating in DICAS and D&D Digital Systems matching program
- Students must have a minimum 3.0 Undergraduate GPA or  $\geq 3.0$  in last 60 hours.
- Completion of the GRE within the last 5 years. A score of 295 or higher on combined verbal and quantitative portions of GRE is preferred.
- Completion of a Didactic Program in Dietetics (DPD), accredited by Accreditation Council for Education in Nutrition and Dietetics (ACEND) or evidence of completing all but one semester of coursework in an undergraduate DPD. Didactic Program in Dietetics ("DPD Program") Verification Statement of program completion to be submitted before school begins.
- SHSU Dietetic Internship Application Fee (\$30)

### Graduate School

- Completion of Sam Houston State University Online Application for Admission through ApplyTexas and Application Fee (\$45)
- Submission of the following to Graduate Studies
  - Official transcript from baccalaureate granting institution.
  - Official GRE scores (general).



- Two letters of recommendation.
- International Students – The Test of English as a Foreign Language (TOEFL) is required of non-native speakers of English. Minimum score of 550 paper based, 79 (iBT internet-based test), or IELTS score of 6.5.

Selection criteria used to rank applicants includes:

- Statement of personal and professional philosophy.
- GPAs for general course work, nutrition, and sciences.
- GRE scores (general).
- Two recommendations from dietetics professionals.
- Honors, awards, activities, and previous work/volunteer experience.

Orientation

New dietetic internship student orientation takes place two weeks prior to the fall semester beginning. Orientation is mandatory and all incoming graduate students must to be present for orientation.

**Curriculum**

Students in the Combined MS in Dietetics and DI Program must register for the following:

***First Fall Semester (9 hours)***

SOCI 5314 Social Statistics (online)  
 FACS 5379 Laboratory and Field Experience in Family and Consumer Science (Dietetic Internship Practicum)  
 3 hours \*Minor Elective

***Spring Semester (9 hours)***

FACS 5330 Research Methods (online)  
 FACS 5379 Laboratory and Field Experience in Family and Consumer Sciences (Dietetic Internship Practicum)  
 3 hours \*Minor Elective

***Summer Session (9 hours)***

FACS 5367 The Consumer and Food Technology  
 6 hours \*Minor Electives (all Minor Electives must be completed by end of Summer)

***Second Fall Semester (9 hours)***

FACS 5375 Seminar in Recent Developments in Family and Consumer Sciences  
 FACS 5379 Laboratory and Field Experience in Family and Consumer Sciences (Dietetic Internship Practicum)  
 FACS 5383w Research Problems

\*Interns are responsible for proper enrollment in minor courses. Correspondence with the chair of individual minor departments may be necessary throughout the course of enrollment to ensure completion of the proper courses for degree candidacy.

Course Descriptions

**FACS 5330: Seminar in Family and Consumer Sciences Research.** A course designed to acquaint graduate students with the need for and contribution of research. Criteria are developed for designing and completing research.

**FACS 5367: The Consumer and Food Technology.** Investigations of recent developments in food production and marketing; consideration of physical and chemical factors influencing the quality of food; implications and guidelines for the consumer.

**FACS 5375: Seminar in Recent Developments in Family and Consumer Sciences.** A critical analysis of current trends, issues, and problems in Family and Consumer Sciences. Course may be repeated for credit.

**FACS 5379: Laboratory and Field Experience in Family and Consumer Sciences.** This course is composed of a supervised internship in an area of specialization. Course may be repeated for credit.

**FACS 5383W: Research Problems.** This course is tailored to the needs of students in the DI program in regard to research, project development, and problem solving. Each student in the class will conduct an individual project. As a team, the students will develop a case study based on a nutrition problem with a culturally diverse target population group. The students will develop and market a brochure based on solutions to the developed study.

**SOCI 5314: Social Statistics.** This course focuses upon various statistical techniques used to analyze survey data including descriptive and inferential statistics, cross tabulation, ANOVA, correlation and regression. Lectures, assigned readings and projects are used to describe and illustrate the logic, interpretation, and assumptions of each statistical model. Emphasis is placed upon understanding of the techniques and their assumptions as well as applications. Prerequisites: Graduate standing or consent of instructor.

### Components of the SHSU DI Program

The DI Program in the Department of Family and Consumer Sciences at Sam Houston State University is offered on a part-time basis requiring sixteen months to complete. There is one cohort of no more than ten students beginning each fall semester. At the beginning of the first fall semester interns attend an orientation to the program for a review of the policies and procedures and receive the *SHSU Handbook*. The supervised practice experience is part of the graduate coursework (9 hours) and totals 912 hours; 288 hours of research are completed during the program. Rotations for each concentration are as follows:

<b>Medical Nutrition Therapy (336 hours)</b>	<b>Food Service Systems Management (240 hours)</b>	<b>Community (336 hours)</b>	<b>Research (288 hours)</b>
Clinical/Hospital Long Term Acute Care Health Diagnostic Laboratory	School Food Service Hospital Food Service	Food Bank WIC Senior Center Head Start	Community Research & Wellness Project

Interns are to obtain a **minimum of 24 hours** each week at their scheduled preceptor site but should consult with each site director regarding attendance and work scheduling as required by each particular site.

Interns must have reliable transportation for travel to sites located in, but not limited to: Huntsville, Bryan/College Station, Montgomery, Conroe, Trinity, Tomball, The Woodlands, Coldspring, Livingston, Houston, and the Greater Houston Area. Mileage will vary from 2 miles to 110 miles for travel one way from Huntsville to preceptor sites during the internship.

Interns receive a copy of their personal schedule at the orientation to the DI program; they are informed that schedules are subject to change due to responses from affiliated facilities (e.g., staff member leaving, vacation by the preceptor, etc.).

Curriculum providing supervised practice and didactic learning activities to support supervised practice for various conditions for numerous populations and diverse cultures:

- **Clinical/Hospital Rotations (336 hours):** As an introduction to clinical care, the intern will learn about the role of a registered dietitian in a hospital and/or medical center. Emphasis will be placed on various medical conditions but not limited to cardiology, diabetes, gastroenterology, renal, oncology, surgery, pediatrics/neonatology, and nutrition support/critical care. The intern will be able to complete the nutrition care process, including appropriate chart documentation and implementation of nutrition intervention in an acute care setting. The intern will distinguish the roles of each health care member and participate in interdisciplinary team meetings.

- **Food Service Rotations** (240 hours): This experience will provide the intern with exposure to all aspects of the food service operation including daily procedures as well as the managerial functions of the Food Service Director in a hospital food service setting and school food service setting. The interns will operate in all areas of foodservice that includes menu planning, ordering, receiving, storage, delivery, production and management of providing foodservice for employees, staff, and other clientele.
- **Community Rotations** (336 hours): In this rotation, the intern will be exposed to the role of the dietitian in the community setting with various populations and diverse cultures. Emphasis will be on nutrition education and communication skills. Interns will be able to recognize the nutritional needs of the population being served and be able to construct appropriate educational presentations and written materials to inform the target audience about nutrition. Some community sites include: WIC, senior centers, food banks, and head start facilities.
- **Research Rotation** (288 hours): In this experience the interns will create and implement a research project focusing on the health and wellness of the community. The interns will work in groups to complete the research process. The rotation culminates with the groups completing a written report for publication and presenting their findings to the class.

### **Transfer of Credit**

All interns must complete all required supervised practice hours and graduate credit coursework. If an intern has already taken a graduate course(s) at another institution, the intern may be able to have the credit transferred to SHSU. In accordance with Academic Policy Statement 801007, graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward a graduate degree at Sam Houston State University at the discretion of each graduate program and the college in which it is housed. Transfer credit is not automatically conferred. Only courses with an earned grade of “B” or better may be used as transfer credit. *The maximum number of hours that may be transferred into the graduate program is 9.* (<http://www.shsu.edu/gradcat/degreerequirements.html>)

### **Insurance**

#### Health Insurance\*

Interns in the Dietetic Internship Program are required to produce proof of medical insurance coverage or subscribe to the medical insurance program offered by Sam Houston State University Health Center. Coverage cost varies. More information can be obtained by contacting the Health Center at (936) 294-1805 or by visiting [http://www.shsu.edu/~uhc\\_www/insurance.html](http://www.shsu.edu/~uhc_www/insurance.html).

#### Liability for Safety in Travel\*

Interns in the Dietetic Internship Program will need access to an automobile and must carry sufficient automobile insurance coverage for collision and liability and hold a valid driver’s license.

*\*Proof of health and automobile insurance must to be furnished to Dietetic Internship Director prior to the start of all rotation experiences.*

#### Professional Liability

Professional liability is provided for all interns through Sam Houston State University. Certifications of Insurance will be sent upon request. For copies of the Medical Professional Liability Insurance Coverage for SHSU, please contact the DI Director.

**Cost of Program** - Based on 2013 figures. Fees are subject to change.

Graduate Application Fee	\$45
DI Program Application Fee	\$30
Internship Fee	\$300 (\$100 per FACS 5379 class)
Est. Tuition and Fees (36 hours)*	\$12,000 (residents) \$25,000 (non-residents)
Books/Supplies Lab Coat	<i>Approx.</i> \$1000 <i>Approx.</i> \$50
<i>Estimated</i> Room and Board	<i>Approx.</i> \$6,000
AND Membership	\$50/year
Student Dietetic Association Membership	\$20/year
AND FNCE	<i>Approx.</i> \$300
Medical Insurance Coverage Background Check, CPR, Drug Screen Immunizations	\$930/year (SHSU Health Center) <i>Approx.</i> \$150 Varies
RD Exam Review Course	<i>Approx.</i> \$400

### **Financial Assistance**

The Financial Aid & Scholarships office provides assistance for students who need loans, grants and work-study to pay for tuition and other college expenses. It also provides one-on-one financial aid counseling and information about obtaining scholarships and other financial assistance. To apply for financial aid, you must annually file a Free Application for Federal Student Aid (FAFSA) on line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). More information can be retrieved from <http://www.shsu.edu/~fao> [www/](http://www/).

Scholarships are available from the Family and Consumer Sciences Department, Sam Houston State University and the Academy of Nutrition and Dietetics Foundation to help defray educational expenses.

### **Housing Information**

The student is responsible for transportation costs, housing, meals and any other expenses incurred at professional meetings. Each student is expected to have his/her own car. Sam Houston State University, through its Residence Life and Housing Office, maintains 27 residence halls for on-campus residents, undergraduates and full-time graduate students. Further housing information can be obtained from the Residence Life Office at (936) 294-1812.

### **Immunizations**

Immunizations are required by majority of rotation sites. You will be required to obtain immunizations as specified by the DI Director and preceptor sites. You will be made aware of the requirements of your rotation site as soon as possible to allow you time to obtain necessary immunizations. You will be responsible for costs.

### **Drug Screen, Background Checks & CPR Training and Certification**

Several of our rotation sites are now requiring drug screens, background checks, and CPR training and certification to be completed prior to beginning a rotation. You will be made aware of the requirements as soon as possible to allow you time to complete the necessary paperwork/tests. You will be responsible for costs.

### **Protection of Privacy of Information/Access to Personal Files**

Under the terms of the Family Educational Rights and Privacy Act, Sam Houston State University has established the following as directory information: (1) Name, (2) Local/Home Address, (3) Major, (4) Minor, (5) Local/Home Telephone Number, (6) Degrees, Diplomas, and Certificates and Date of Award, (7) Honors and Awards, (8) Classification, (9) SHSU Combined Masters and Dietetic Internship Program

Extra-curricular Activities, (10) Birth Date and Place of Birth, (11) Names and Addresses of Parents/Legal Guardian, (12) Weight, Height and Related Information of Athletic Team Member, (13) Age, Race, Sex, and Marital Status.

A student may restrict the release of directory information by submitting written notification to the Registrar's Office. Notification must be given prior to the twelfth class day of the fall and spring semesters and the fourth class day of each summer term. *See Academic Calendar*. The above directory information will be available for release to the public. However, the Act states that each student has the right to inform Sam Houston State University that the above information is not to be released. *Please refer to the "Family Educational Rights & Privacy Act of 1974"*.

### **Access to Student Support Services**

See the current *Graduate Catalogue* for the following student support services: The Division of Student Services, Office of the Vice President for Student Services, Career Services, Counseling and ADA Services, Health Center, etc.

## **Section 2: Policies and Procedures**

### **Student Policies and Procedures**

The same policies and procedures that apply to all students on the Sam Houston State University campus govern students in the Dietetic Internship Program. Please refer to the current edition of the student handbook (<http://www.shsu.edu/students/guide/>) for information on various issues.

### **Communication**

Good communication between students and instructors/preceptors is vitally important in the SHSU Dietetic Internship Program. Therefore, several means of communication have been established as follows:

- Each student is required to submit a working e-mail address to the DI director on the application form or before school commences. Your SHSU e-mail address will most often be the mode of communication between the DI director and student/intern during the 16-month program. Check it frequently.
- Each intern will meet with the Program Director **at least once every two weeks** to assess student progress and to guide the student in pursuit of completion of the program. Additional meetings will be scheduled as needed.
- Orientation meetings are held the first fall of the semester.
- Preceptors will meet with interns as needed and provide a final evaluation of the intern's performance throughout the time spent at the site.
- Preceptors will communicate with the program director in reference to student performance.
- The preceptor retains the right to contact the Program Director if a problem occurs.

### **Grievance and Other Procedures**

Sam Houston State University's Academic Policy Manual and Student Guidelines provide specific information pertaining to the educational mission of the university and student conduct. Copies of the following publications may be viewed at the Reference Desk of the Newton Gresham Library. Academic Policy Statements that may be of special interest to Sam Houston State University Students include:

- 900823 Academic Grievance Procedures for Students
- 811006 Disabled Student Policy
- 861001 Student Absences on Religious Holy Days
- 810806 Student Educational Records

## Vacation, Holiday, and Absence Policies

The Dietetic Internship Program typically follows the University calendar. University holidays are as follows:

Labor Day	1 day
*Thanksgiving	3 days
*Christmas	2-3 weeks
Martin Luther King, Jr. Day	1 day
Spring Break	1 week
Good Friday	1 day
*Fourth of July	1 day

\*These are the holidays most likely to be observed by the sites. Interns should speak with their site director for observed holidays.

Time lost due to approved absences must be made up. Excessive absences will result in dismissal from the program.

- For medical and non-medical emergencies the intern must contact the Preceptor and the DI Director. The intern will be required to make up hours missed when the preceptor and/or DI Director deem it necessary to complete the objectives of the rotation.
- All absences and reasons for absences should be noted on the intern's performance evaluation form. All assignments and projects must be completed by the scheduled deadlines.
- If an intern must be absent for an extended period of time for illness, or a personal crisis, he or she will be given an incomplete for that semester.
- The intern will be given 3 months to complete that semester's work or be dropped from the program.

## Graduation/Program Completion Requirements

- Students completing the graduate program **must earn 36 semester hour credits**. Twenty-one (21) of these must be in Family and Consumer Sciences (FACS prefix). One three-semester hour statistics (SO CI 5314) class must be completed as part of the requirement for graduation. Interns should follow the DI curriculum for required courses. **A minor of 12 semester hour credits completes the 36-hour requirement.**
- Suggested minors include health/fitness, business, education, and counseling.
- Graduate students must complete **written comprehensive exams with a passing grade**; exams must be taken in **two areas of study** (one in the major field of study and one in the minor field of study).
- Students must maintain a 3.0 GPA and **no more than two (2) grades of C are allowed**.
- Students must successfully complete the master's program in Dietetics at Sam Houston State University and the Dietetic Internship Program concurrently in order to be eligible to write the Registration Examination for Dietitians (RD Exam) of the Academy of Nutrition and Dietetics (AND).
- Students completing these requirements as stated shall be awarded the Internship Verification Statement and a Master of Science Degree in Dietetics.

## **Verification Statement**

Before a verification statement can be issued, students must take and pass an exit examination (mock RD exam) at a level of 80% or higher. The verification statement will be awarded upon completion of the M.S. and when requirements of the Dietetic Internship Program have been met in keeping with requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the AND, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6955, 317/899-4876. Website: <http://www.eatright.org/acend>. Criteria to meet before receiving your Verification Statements include:

- All coursework required to complete a Master of Science degree in Dietetics.
- Internship rotations that provided Eligibility Requirements and Accreditation Standards (ERAS) mandated by ACEND. All completed Competency/Learning Outcomes forms (the Master Checklist) and evaluations with signatures of preceptors, supervising faculty, and you must be in your binder.
- A review course or self-study course for taking the registration examination for dietitians. The purchase and completion of a review manual or self-study course can be used as a substitute for attending a 2-day review course. Proof of completing study guide activities (e.g. copies of completed questions, completed worksheets, completed practice examination(s)) must be provided to DI Director prior to graduation.

The *Study Guide for the Registration Examination for Dietitians*, 9th ed., from the Academy of Nutrition and Dietetics (\$65.00) is an appropriate self-study guide. It includes an online practice test that simulates the computerized registration examination format.

If completion of a two-day or longer Registration Examination Review Course is your preferred method of compliance, then you must provide proof of registration (receipt for payment of course) and attendance (copy of course syllabus' first 5 pages) to DI Director.

Purpose of self-study or review-course-completion requirement is to provide formal preparation for writing Registration Examination for Dietitians and to provide guidance in developing a personal study plan. Intent is to increase your chances of passing RD exam on first try. Fulfilling this requirement does not guarantee that Registration Examination for Dietitians will be passed.

## **Registration Examination**

At the end of the supervised practical experience and after the MS Degree has been awarded, the DI Director will send the Verification information to the Commission on Dietetic Registration (CDR). The CDR will evaluate and process all materials and send letter of eligibility notification to you. You will be eligible to take the Registration Examination after the American College of Testing (ACT) receives confirmation that you are verified to take the examination. You are eligible to write the exam for one year, but we highly recommend you take it as soon as possible.

The DI Director at the completion of the supervised experience will give you signed Verification Statements to use when searching for employment. Employers may need this statement prior to you taking the Registration Examination.

## **Complaint Process**

If at any point in the program, the student feels that an evaluation (written or verbal) or criticism is unfair and not justified or the preceptor has an issue with the student, the following steps will be taken:

1. The first and easiest method is for the intern to speak with the individual preceptor to try and work out the differences.
2. If the problem cannot be resolved in Step 1, the DI Director should be approached. The intern/preceptor should review the problem/situation in its entirety and present any information available. A written memo explaining the reason for the grievance should also be submitted. The DI Director will meet separately with both the intern and the preceptor to hear all issues. The DI Director will make a decision regarding the problem.
3. If the problem cannot be resolved in Step 2, the DI Director will convene a meeting of the Grievance Committee. The Committee will consist of one individual from Nutrition Faculty, the Department Chair and one individual from

the Department of Family and Consumer Sciences. The intern, preceptor, and DI Director will present the issues separately. The committee will present their decision and recommendations. All parties will abide by the decision of this committee and sign the decision statement.

4. After all avenues with SHSU and DI program have been exhausted, you may submit your complaint or grievance to ACEND. ACEND will review complaints that relate to a program's compliance with the Eligibility Requirements and Accreditation Standards or with published accreditation policies. The Commission is interested in sustained quality and continuous improvement of dietetics education programs, but does not intervene on behalf of individuals, or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students. More information can be found on the ACEND website:  
<http://www.eatright.org/ACEND/content.aspx?id=7975>

### **Intern Performance and Practice Evaluations and Warnings**

Students will be evaluated throughout their rotations by preceptors and by SHSU faculty.

- Preceptors performing the evaluation will use the guidelines on the evaluation form and review it with the intern. Then both intern and evaluator will sign the form and the intern will turn it in to the DI Director.
- If the intern performs at less than a “B” level in any rotation, the intern will be provided an opportunity to bring their grade up to a “B” by completing additional work/supervised practice within a defined period of time (usually one to two weeks – more if circumstances warrant it). The DI Director and intern will meet to discuss the program difficulties during the rotation and make arrangements to complete the additional work.
- If the extra time and practice are not sufficient, the intern will be subject to dismissal, pending review of the reasons for the poor performance and the intern’s inability to complete the remedial action. The review will consist of the Department Chair, DI Director, preceptor, and intern.

In addition to performance evaluation, interns can be given formal warnings for inappropriate behavior.

- **Examples of inappropriate behavior include:** complaint by the supervising RD for chronic tardiness and/or missed work, insubordination to faculty or staff and theft. Other behaviors may warrant formal warning upon consultation with the supervising RD and DI Director.
- If the intern receives **a total of three (3) warnings from at least two (2) different sites**, the intern may be asked to leave the program at the discretion of the DI Director.

### **Disciplinary and Termination Procedures**

Students in the DI program may be terminated from the practicum facilities upon documented evidence of misconduct. Procedures:

1. Notification of violation of the established rules and regulations of a practicum facility will be sent to the DI Director.
2. The student and preceptor will discuss the problems.
3. Failure to resolve the problem will lead to termination of the placement.

Policy: Students will not be allowed to continue in the program with failure of any rotation or class.

- No student will be allowed to repeat a failed rotation (grade of C) more than once.
- Students who obtain a grade of “F” on a graduate course will result in immediate termination from graduate school and the DI Program.



For appropriate procedures applying to personal or academic behaviors requiring disciplinary action, refer to the “Code of Student Conduct and Discipline” in the most recent issue of *Student Guidelines*, <http://www.shsu.edu/students/guide/>, published by Sam Houston State University.

### **Withdrawal and Refund of Tuition and Fees**

To resign from the university, a student must report to the Registrar’s Office and process a resignation request. The Resignation Request must be in writing and becomes effective on the date received by the Registrar. A student enrolled in Sam Houston State University may receive a refund of tuition and fees on a sliding scale basis, with a 100% refund available only before the first class day. For further information regarding withdrawals and refunds, see the current *Graduate Catalogue*.

### **Written Assignments**

- All written assignments will be reviewed by the preceptor prior to the completion of the rotation. The preceptor may require revisions as he/she deems necessary. All assignments/activities must be documented in the Portfolio. Preceptors will not sign off on the appropriate competency unless the assignment/activity is considered satisfactory or better.
- Late work is not acceptable and will receive a grade of 0 (zero).
- If the intern fails the assignment he/she will be given one chance to re-work the assignment for a passing grade.
- All written reports including the portfolio should be in 3rd person and presented in a professional manner to the DI Director or faculty.

### **Grading**

- Interns are expected to successfully complete a comprehensive exam over each rotation gaining a score of at least 80%. This exam will be taken at the end of each rotation (end of semester).
- Students not receiving an appropriate score will be allowed one retake to attain the score.
- No make-up exams will be given. If you are late on an exam day, you will have less time to complete your exam.
- If the intern receives a failing grade for the semester he/she will be asked to leave the program.
- If an intern receives a grade of two C’s or lower in course requirement for completion of the master’s degree, he/she will be asked to leave the program.
- If an intern makes a “C” on their final rotation evaluation form, he/she will have to complete additional work/supervised practice.

### **Student Dietetic Internship Evaluation - Assessment of Intern Learning and Performance**

- Successful supervision includes a strong emphasis on evaluation. Evaluation is an important part of the learning process and should be viewed in a positive light. Evaluation tells you what you do correctly and helps you to modify performance when needed. You are being evaluated on the competencies necessary for the entry-level practitioner to perform not you personally.
- Evaluation will occur in two ways - process evaluation and product evaluation. First, evaluation will be an ongoing process during a rotation to help you modify skills and behaviors. This is called process evaluation or feedback and should be viewed as communication between you and the instructor or preceptor. It can help build your confidence.
- Evaluation at the end of an activity or rotation will help to strengthen or modify your skills in the future. It can also be used by the instructor to evaluate experience needs you may have to successfully complete as part of the competencies of the program. This is called product evaluation. Faculty preceptors and instructors evaluate supervised practice rotation performance. Grading is based on the written evaluation of the preceptors and/or instructors, performance in rotation and quality of projects, presentations completed and end of semester exams.

Grade of B or better is expected. A Grade of F will result in automatic termination in graduate school and the DI Program.

- Realistically, final evaluation may also be used to prevent unqualified students from progressing' beyond their skill and knowledge level. This is one of the hurdles that you must successfully pass to qualify for writing the registration examination. Remember that the results of your final evaluation will never be a surprise. You will have continuous evaluations throughout the semester and so will have a good idea of how you will be evaluated in the end. You will also have a final Mock RD exam at the end of 16 months. You must pass with 80% or better in order to be verified for RD eligibility.
- Students input regarding the DI courses, the facilities and the DI program in general is strongly encouraged. Constructive criticism and suggestions may be given to instructors either orally or in written form. At the end of each semester students will be asked to fill out an evaluation form on the instructor. The results of the evaluation are summarized and returned to the instructor. Please be aware that the instructors do take these comments seriously and try to incorporate them into the DI Program if possible. You are also being asked to evaluate the facility after each rotation. Suggestions are always welcome and strongly encouraged.

### Section 3: Competency Statements for the Supervised Practice Components of Entry-Level Dietitians

The program curriculum at Sam Houston State University is based on the following competency statements defined for an entry-level dietitian. Competency statements specify what every dietitian should be able to do at the beginning of his or her practice career. These core competency statements build on appropriate knowledge and skills necessary for the entry-level practitioner to perform reliably at the verb level indicated. The Academy provides four action verbs that reflect levels of performance. The higher level of performance assumes the ability of the student to perform at the lower level: These verbs are defined below:

1. **assist** – independent performance under supervision, or **participate** – take part in team activities
2. **perform** – able to initiate activities without direct supervision, or **conduct** – activities performed independently
3. **consult** – able to perform specialized functions that are discrete delegated activities intended to improve the work of others, or **supervise** – able to oversee daily operations of a unit including personnel, resource utilization, and environmental issues; or **coordinate** and direct the activities of a team or project work group
4. **manage** - able to plan, organize and direct an organization unit through actual or simulated experiences, including knowing what questions to ask

If the verb “manage” is used, it assumes that the student will progress from “supervise” or “perform/do” the activity while in the program. Students may demonstrate that they can manage or supervise through activities such as quality improvement audits, systems review, or directing and coordinating others.

**Upon completion of the internship program/supervised practice component of dietetic education, all graduates will be able to do the following (i.e. each student should be able to perform at the minimum performance level for the competency):**

<b>Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>
<b>CRD 1.1:</b> Select indicators of program quality and/or customer service and measure achievement of objectives (outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.).
<b>CRD 1.2:</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence

Analysis Library and Evidence-based Nutrition Practice Guidelines, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guidelines Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.

**CRD 1.3:** Justify programs, products, services and care using appropriate evidence or data.

**CRD 1.4:** Evaluate emerging research for application in dietetics practice.

**CRD 1.5:** Conduct projects using appropriate research methods, ethical procedures and data analysis.

**Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice**

**CRD 2.1:** Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics

**CRD 2.2:** Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).

**CRD 2.3:** Design, implement and evaluate presentations to a target audience (a quality presentation considers life experiences, cultural diversity and educational background of the target audience).

**CRD 2.4:** Use effective education and counseling skills to facilitate behavior change.

**CRD 2.5:** Demonstrate active participation, teamwork and contributions in group settings.

**CRD 2.6:** Assign appropriate patient care activities to DTRs and/or support personnel as appropriate (in completing the task, student/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility).

**CRD 2.7:** Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

**CRD 2.8:** Apply leadership principles effectively to achieve desired outcomes.

**CRD 2.9:** Participate in professional and community organizations.

**CRD 2.10:** Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (other health professionals include physicians, nurses, pharmacists, etc.).

**CRD 2.11:** Demonstrate professional attributes within various organizational cultures (professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic).

**CRD 2.12:** Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration.

**CRD 2.13:** Demonstrate negotiation skills (Demonstrating negotiation skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties).

**Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations**

**CRD 3.1:** Perform the Nutrition Care Process (**a through e below**) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.

- a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.

- b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
- c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
- d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
- e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.

**CRD 3.2:** Demonstrate effective communications skills for clinical and customer services in a variety of formats (formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing).

**CRD 3.3:** Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety and health messages and interventions).

**CRD 3.4:** Deliver respectful, science-based answers to consumer questions concerning emerging trends.

**CRD 3.5:** Coordinate procurement, production, distribution and service of goods and services (students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods).

**CRD 3.6:** Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

**Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

**CRD 4.1:** Participate in management of human resources.

**CRD 4.2:** Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

**CRD 4.3:** Participate in public policy activities, including both legislative and regulatory initiatives.

**CRD 4.4:** Conduct clinical and customer service quality management activities.

**CRD 4.5:** Use current informatics technology to develop, store, retrieve and disseminate information and data.

**CRD 4.6:** Analyze quality, financial or productivity data and develop a plan for intervention.

**CRD 4.7:** Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.

**CRD 4.8:** Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

**CRD 4.9:** Analyze financial data to assess utilization of resources.

**CRD 4.10:** Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

**CRD 4.11:** Code and bill for dietetics/nutrition services to obtain reimbursement from public or private insurers.

**Concentration Area: Community Research and Wellness**

**CRD 5.1:** Develop a wellness-related research proposal with a business plan targeting employees, students, or other community groups.

**CRD 5.2:** Formulate a marketing plan/strategy for stakeholders' involvement, participation, recruitment of participants, and identify distribution channels and appropriate promotional efforts.

**CRD 5.3:** Execute one aspect of the plan through application/intervention and measure its effectiveness. Provide recommendations for improvement of the plan. (Perform).

**CRD 5.4:** Dissemination of the results for the overall wellness project in a variety of forum, including local dietetic association and produce a manuscript for a nutrition-related journal.

*\*More information on competencies for entry-level dietitians can be obtained from the ACEND website or by contacting the ACEND directly.*

### **Assignment of Rotations**

The DI Director will be responsible for assigning all students to their rotation schedules. Each student will have three semesters of rotations including: hospital/clinical, institutional/school foodservice, and community nutrition - some students will do 2 rotations at the same facility, (e.g., hospital/clinical and institutional food service at one hospital). The DI Director will consider location of the facility and the student's residence. When possible, supervised practice rotations will be made that require minimal travel. It is recommended that all students drive or carpool due to the limited public transportation to facilities. *Note - All placements are dependent on the availability of facilities and preceptors.*

### **Professional Portfolio**

Students are to maintain a professional portfolio of the internship experience and this will become part of the formal evaluation. This should be done using computer application (Microsoft OneNote) and saved to a memory/flash drive. Included in the portfolio should be:

1. Student goals and objectives of each rotation (your own expectations).
2. Daily log of activities (journal).
3. Time sheets and evaluations from the respective sites.
4. Examples of work performed/completed at each site.
5. Written evaluation of each site (This is to include the duties and activities performed, followed by a response and impression of personal experiences).
6. Copy of Master Checklist.

This portfolio is to be maintained on a regular basis and should be submitted to the Dietetic Internship Director on **the last class day for the fall and spring semesters**. Examples of portfolios from previous interns can be viewed upon request.

### **Master Checklist**

A Master Checklist has been developed for the following purposes:

- The DI Rotation Master Checklist will be used as a guideline for the completion of required work in each rotation. As the intern completes an assignment/experience, the date (s) of completion and an approved initial/signature should be noted next to the competency on the DI Rotation Master Checklist. At the end of the semester the intern will submit the Checklist to the DI Director.
- The DI Director will retain all checklists in the intern's binder as evidence that all required assignments or experiences in the DI Practicum are completed.
- The Supervising RD or preceptor also will evaluate the intern during interview and counseling sessions and group presentations using specific evaluation forms. These forms are created to indicate areas with satisfactory performance and areas that need further practice. Each time an evaluation form is used the preceptor will discuss it with the intern and then both the intern and preceptor will sign it. All forms are sent to the DI Director at the end of the rotation.

## Dietetic Intern Responsibilities

1. The DI Program provides opportunities for students to participate and take leadership roles in student and professional meetings, workshops, journal clubs, and symposia.
2. **Attendance Policy:** The program is designed to meet the competencies for the Dietetics Program in Family and Consumer Sciences as stated by Commission on Accreditation Council for Education of Nutrition and Dietetics (ACEND). To assure that a student is competent in the application of didactic knowledge and meets these supervised competencies, the following policy is established regarding attendance in the DI supervised practical experience:
  - a. Punctuality is required. Keep regular hours as assigned and be prompt to scheduled meetings, classes, and appointments. Assignments and case studies are to be completed within the designated time schedule.
  - b. Students are required to attend all scheduled experiences and classes unless a reasonable excuse is provided to justify his/her absence. (Serious or contagious illness, court appointments, and serious illness or death in the immediate family may be considered as justifiable excuses).
  - c. Absence from an experience is to be discussed with the DI Director and preceptor. Arrangements for making up experiences will be made on the basis of preceptor schedules in the facility and schedule of the DI Director.
  - d. If the student is to be absent from a rotation, the student must notify the facility and the DI Director that he/she will be absent.
  - e. Your grades for the semester will be determined by your performance at rotation, including regular attendance and punctuality; as well as exam scores on final exam, class presentations, and portfolio.
3. **Injury or Illness:** DI students that are injured or become ill while in a facility during a scheduled experience will follow the protocol for that facility. When sent to the Emergency Department the student and/or insurance will be billed for the treatment. The intern must maintain health insurance throughout the program.
4. Assignments are due one week from date assigned or at the end of rotation unless otherwise indicated. The grade of incomplete will be given infrequently.
5. Interns must complete and pass all rotations and competencies satisfactorily. Interns must complete graduate credits (36); i.e. all assignments, presentations and course work with high standards. Maintains  $\geq 3.0$  GPA.
6. **Dress Code:** Students are representatives of SHSU and the dietetic profession and create an important impression by their appearance. Work clothes should be conservative and present a professional image.
  - a. Nametags are to be worn during all supervised experiences. Some facilities may provide additional nametags during supervised practical experience. If the facility does not provide you with a nametag, you may use your SHSU Student ID.
  - b. Professional dress (business attire) with lab coat and nametag should be worn at all times. In the foodservice and community rotations all students will be expected to follow the institutional policies and procedures of each facility. Check with your preceptor for the appropriate dress.
  - c. Professional casual means dress or skirt and blouse (dress & skirt length no shorter than slightly above the knee); dress slacks & kakis, no Capri pants; trousers and dress shirt, necktie optional for males. No boots or athletic shoes are allowed; unless specified by the facility.
  - d. Closed toe shoes are required during rotations. The soles should be non-skid and be well fitted and comfortable. No boots or athletic shoes unless specified by the facility. Socks or nylons should be worn in all facilities. Always check with your preceptor for appropriate shoes.

- e. Students may be required to wear some form of hair covering while performing duties in a foodservice area. Long hair should be pinned or tied up off shoulders, prior to covering with a hairnet, scarf or hat. Long, uncontrolled hair may be a safety and/or sanitation hazard in food service facilities. In all professional activities, hair should be clean and neat.
  - f. Fingernails should be clean, neatly trimmed, and not excessively long. Only clear or light colored nail polish should be worn.
  - g. Jewelry should be conservative and limited to wristwatch, small pierced earrings and a wedding ring, if applicable.
  - h. Chewing gum should be **avoided** in all places.
7. **Business Etiquette:** Students are an integral part of the Family and Consumer Sciences Department during their supervised practice experiences and their appearance, words and behavior will reflect upon that department as well as SHSU. The rules for verbal communication listed below should be adhered to in all professional situations.
- a. Introduce yourself by first and last name to patients and employees and state that you are a student intern.
  - b. Always address or refer to any staff dietitian, supervisory personnel, or dietetic student as Miss, Mrs., and Mr. while in the facility.
  - c. When visiting patients always address them as Miss, Mrs., or Mr. except in the case of pediatric patients who can be addressed by their first name.
  - d. In the work environment, men and women are peers - chivalry is not only unnecessary, but could be dangerous if perceived incorrectly.
  - e. Always introduce a lower-ranking person to a higher-ranking person. Initially, learn to fit in by being formal toward everyone. Then gradually, depending upon the climate, establish friendships or at least pleasant working relationships with other employees.
  - f. A poor handshake is often associated with negative character traits. A firm handshake made with direct eye contact is the most positive impression you can leave.
  - g. Men and women alike should always extend a hand when greeting someone in the workplace.
  - h. Make eye contact as it shows that you are interested in what they have to say. To maintain eye contact and still seem natural, direct your gaze below the other person's eyebrows or at the bridge of their nose. Also, mirror their expressions: If they smile, you smile. This creates a sense of empathy.
  - i. Face the other person directly to show you are open and friendly. Stand tall with good posture signals that you are strong and self-assured. Mind your hands: keep them comfortably at your sides.
  - j. Despite temporary placement & student status, regard yourself as a professional and a member of the staff. Prepare yourself to expect & accept that problems and frustrations will occur. When problems occur, be patient and pleasant; cope with problems with an attitude toward solution and negotiation.
8. **Transportation:** The student is responsible for providing his/her transportation to and from the supervised practice sites and responsible for payment of any parking fees incurred while at the facility. DI students are required to have a valid driver's license and access to an insured automobile or transportation to supervised practice facilities. Some safety suggestions when traveling to the facilities in unfamiliar areas follow:
- a. Plan the route to the facility carefully. If unsure of route and do not have directions, call the facility and ask for information about routes and parking. If possible, drive to the facility before the rotation begins to ensure that the route planned is appropriate. Finally use the directions provided in the handbook.

- b. Stay on major surface streets or freeways.
  - c. Have a full tank of gas.
  - d. Lock car doors.
  - e. Keep purses out of sight and off of car seats.
  - f. Park in well-lighted areas.
  - g. If at the facility after dark, be careful. Most facilities have an escort service to and from the parking lot after dark. Do not feel self-conscious about using it.
9. Students will be expected to attend all seminars, in-services, and conferences as scheduled. Students will also be expected to attend and participate in at least one AND FNCE (national) and local Dietetic Association meetings. Students are expected to pay all expenses and transportation costs to meetings. Scholarships may be available from AND/TAND that will cover partial expenses.
  10. Students may not accept gifts or gratuities from institutions or patients/clients for services provided in supervised practices.
  11. The professional attitude, dress and ethics of students are most significant in interrelationship with patients, peers, Registered Dietitians, and most allied personnel. Also, patient and medical team relationships have been established and are based upon utmost confidence. Students will have access to confidential information about patients or clients. It is the student's responsibility to reveal no information except in the performance of professional duties.
    - a. All information regarding a patient is confidential. DO not discuss specifics regarding any patient with others than those directly involved in teaching or patient care.
    - b. Never discuss a patient in public, such as elevators, hallways, cafeteria, or any other place within hearing of others. Discussions about patients will be limited to closed meetings and classrooms without visitors.
    - c. When in foodservice do not discuss specifics regarding an employee with anyone outside of the management office.
    - d. When meeting patients, clients, supervisors, employees, etc. always introduce yourself as a student dietitian. Explain your role in the facility. Remember to introduce anyone you have with you such as staff RD or instructor.
  12. Students will maintain student membership in the Academy of Nutrition and Dietetics.
  13. Student will adhere to the Academy of Nutrition and Dietetics "Professional Code of Ethics". Student will become familiar with the "Professional Code of Ethics" which will be discussed in a class seminar.
  14. Students will adhere to all the missions, values and philosophy of the facilities they are assigned.
  15. Students will ensure immunizations are current. Proof is required of recent TB test, hepatitis B immunization, MMR, Rubella, TDAP and chicken pox. Students will obtain and provide a complete criminal background check, drug/alcohol test (proof is required), and CPR certification.
  16. Library privileges are available at SHSU as well as with Affiliated Texas State Systems. Take advantage of these facilities.
  17. Working part time during your supervised practical experience is a challenge. It can be difficult to keep up with the workload especially towards the end of the semester. If this is a problem please discuss it with your DI Director.



## **Dietetic Internship Director Responsibilities**

### *A. Maintain all aspects of the Dietetic Internship Program*

1. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled interns.
2. Student recruitment, advisement, evaluation, and counseling.
3. Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes.
4. Maintenance of the program's student records, including student advising plans and verification statements; verification statements must be kept indefinitely.
5. Maintenance of complaints about the program received from interns or others, including disposition of the complaint.
6. On-going review of program's curriculum to meet the accreditation standards.
7. Communication and coordination with program faculty, preceptors and others involved with the program.
8. Facilitation of processes for continuous assessment of program and student learning outcomes.
9. Direct, organize, and supervise operational activities of the Sam Houston Combined MS and Dietetic Internship program.
10. Develop instructional programs/rotation sites for the dietetic interns. Monitor and evaluate the curricula required for the dietetic internship in order to meet the Commission on Accreditation Council for Education in Nutrition and Dietetics (ACEND) Standards of education for continued accreditation.
11. Manage internship budget/funds.
12. Utilize new improvements and/or technology to improve the internship program.
13. Complete exit interviews with all dietetic interns.
14. Obtain input from preceptors and rotation sites to ensure a high quality program.
15. Attend committee meetings. The DI director will be a part of and report to all committees to provide updates and evaluations on the internship such as written summaries and analyses of outcome measures.
16. Verify intern completion of supervised practice experiences for ACEND and CDR.
17. Meet with Department Chair and other faculty to discuss recommendations to improve the dietetic internship program. Review curriculum and content and the appropriateness of the program entrance criteria; review and follow-up on results of surveys, evaluations, exit interviews and feedback from graduates and employers.
18. Perform other related duties as required to ensure the success of the dietetic internship.

### *B. Coordinate and supervise all aspects of the educational activities of the Interns in the Sam Houston State University Combined M.S. and Dietetic Internship Program.*

1. Plan and conduct orientation and didactic meetings for the internship.
2. Locate rotation sites and preceptors for the interns. Plan rotation schedules for dietetic interns.
3. Participate in the evaluation of the practice and academic achievements of the interns.
4. Act as a liaison with the rotation site preceptors and the interns to maintain high quality of supervised practice experience content.
5. Maintain/keep updated liability (malpractice) insurance provided by SHSU throughout the program.

6. Provide assistance as necessary for the dietetic intern and/or preceptor to maintain a high quality dietetic internship program.
7. The FCS faculty and facility staff provides a resource network for each other, the student and the DI program. The DI Director and/or preceptors may counsel students regarding program and career planning, clinical education, and professional matters.

#### **Rotation Site/Preceptor Responsibilities**

1. Preceptor's must be credentialed and licensed as appropriate to meet state and federal regulations for the area in which they are supervising interns.
2. Provide supervised training according to curricula provided by the SHSU DI Director as determined in collaboration with each facility.
3. Provide workspace for dietetic interns as available.
4. Provide qualified professional(s) to supervise dietetic interns during the rotation.
5. Evaluate the interns' competencies in the required learning experiences with the assistance of the Dietetic Internship Director.
6. Assist with the overall internship evaluation to maintain and improve the quality of the SHSU Dietetic Internship Program.

#### **Role of DI Director, Instructor and/or Preceptors:**

1. To establish, clarify, and guide the student in achieving AND competencies and student goals.
2. To aid the student's learning process by helping him/her recall information and knowledge from previous course work.
3. To direct the student's attention to focus on priorities.
4. To identify factors that will contribute to effective oral and written communication skills.
5. To provide opportunities for the student to apply knowledge and practice dietetics in the areas of foodservice management, research, community and clinical.
6. To identify motivational possibilities.
7. To use evaluation feedback to help students improve their clinical practice.
8. To assist the student in facilitating the transfer of knowledge and skills to new problems and situations.

#### **Role of student in facilities with Preceptors and Administrators:**

1. To perform certain tasks such as conduct in-services or quality improvement, which the preceptor may be having difficulty completing during the usual schedule.
2. To act as an extension of the dietitian to give better supervision of employees.
3. To help define what the preceptor does through questions and explanations.
4. To help solve problems creatively when assigned to a particular problem to research and resolve.
5. To bring new knowledge and perspectives to the assigned facility.
6. To assist with journal clubs to help update staff on the latest information in dietetic practice.

Most supervised practice programs as well as SHSU DI rely heavily on preceptors to train and evaluate students in clinical, food service management and community rotations. Remember that the preceptors have their job to perform on a daily basis so they are not always available to the student. This means that the student may find it necessary to assume more responsibility for learning than has occurred in the past. Remember you are not an expert; the Dietitian/preceptor has been in practice and knows about practice in dietetics or their specific field.

Be sensitive to the needs of the staff at the facility. In other words volunteer to do work which is beyond the scope of your assignment. Try to become part of the staff, not merely an observer. It is also your responsibility to make appointments with your preceptor and keep him/her informed of your progress and your needs. If you do not know what is expected of you, ask!

Rotation site experiences are for educational purposes only, and dietetic interns are not to be used to replace employees.

Do not expect to be an expert upon completion of your supervised experiences. But do realize you will be "practice-ready" as an entry-level dietitian.

### Helpful Texts and Resources

The following resources are noted texts and sites that have helped previous interns as they progressed through their clinical rotation experiences. All of the publications listed are great investments for addition to your professional reference collection:

- <http://www.eatright.org>
- Most general **nutrition texts** from undergraduate studies (Krause and Mahan).
- ***Nutrition and Diagnosis-Related Care* by Sylvia Escott-Stump. 7th Edition, 2011**
- ***Clinical Dietitian's Essential Pocket Guide* by Mary Width and Tonia Reinhard. 2008**
- ***Pocket Resource for Nutrition Assessment***
- \*More information can be found at <http://www.dhccdpg.org/store/products/clinical/pocket-resource-nutrition-assesment-2009/> (this is product #5006 on this site).
- \*This contains many of the formulas and tools needed for day-to-day work in the clinical setting.
- ***Food Medication Interactions* by Zaneta Pronsky** \*To order contact the publisher at [www.foodmedinteractions.com](http://www.foodmedinteractions.com) or call 1-800-746-2324. Group rates can be obtained when ordering multiple books.
- A **medical dictionary/encyclopedia** such as *Mosby's* or *Taber's*
- **Medical Nutritional Product Guides** published from Abbott, Nestle, Mead Johnson, and Novartis



**Valencia Browning Keen, Ph.D., R.D., L.D.**  
DPD Director and Graduate Director Department of Family and Consumer Sciences  
College of Humanities and Social Sciences Sam Houston State University  
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**Education:**

Ph.D., Nutrition with a Minor: Institutional Administration, 1992, Texas Woman's University, Denton, Texas.  
Dissertation: Postmenopausal, Abdominally Obese Women and the effects of the Low Glycemic Index Diet.

MS, Clinical and Community Nutrition, 1985, Case Western Reserve University, School of Medicine,  
Comprehensive Examination, Cleveland, Ohio.

B.S., Major: Home Economics and Dietetics Minor: Distributive Science, 1983, Lipscomb University, Nashville,  
Tennessee.

**Professional Licensure and Certifications:**

RD credential since 1986 and is ongoing registered and Licensed with the State of Texas-Current  
CNE Certified Nutrition Educator since 1997 from Society for Nutrition Education  
Adult and Childhood Obesity/Wellness Certification from American Dietetic Association since 2002.

**Experiences at Sam Houston State University:**

9/89-present      Assistant Professor in the Department of Family and Consumer Sciences  
DPD Director of Food Science and Nutrition Program  
Graduate Advisor of KONA Honor Society  
Advisor to student organization SHSU Student Dietetic Association  
Graduate Faculty and Graduate Director of Family and Consumer Sciences  
Courses Taught:

- o FACS 1441 Food Lab
- o FACS 2362 Nutrition
- o FACS 3339 Community Nutrition and Life Cycle Nutrition
- o FACS 3367 Introductory to Food Science
  - o FACS 3370 Nutritional Pathways
- o FACS 3445 Quantity Food Production
  - o FACS 4378 Advanced Nutrition
- o FACS 4368 Cultural Food Practices and Counsel. Methods
  - o FACS 4360 Clinical Dietetics I
  - o FACS 4361 Clinical Dietetics II
- o FACS 4368 Research Problems (various special topics)
- o FACS 5379 Laboratory and Field Experience in Family And Consumer Sciences For Dietetic Interns
- o FACS 5375 Trends in Family and Consumer Sciences
- o FACS 5330 Seminar in Family and Consumer Sciences Research
  - o FACS 5380 Research Methods
- o FACS 5381 Aging in the Family-Team Taught (On-Line)
- o FACS 5367 Food Biotechnology for the Consumer
- o CHEM 3361 Discoveries in Chemistry and Textiles: Study
- o Abroad (co-taught with Rick White and Janis White)

**Current Thesis and Active IRB Approved Research:**

Browning-Keen, V. and Burleson, L., Kabay, K., Beck, A., and Body, L. Unique Role of Nutrition and Interior Design Professionals in Achieving Meal Time Satisfaction in Dementia Patients-Completed 12/13-Paper Submitted.]

Stehwagen, K. and Browning-Keen, V. The Effects of Insulin on Neuronal Swelling in Diabetic Ketoacidosis-Completed 12/13-Paper Submitted and presentation to be presented, October, 2014.

Motz, J. and Keen-Browning, V. Thesis Title proposal and ongoing: The effect of weight loss images used in social media on body image and dieting behaviors in college students, spring, 2014 to begin.

Smith, K., Gallagher, A. and Browning-Keen, V. Eating behaviors secondary to oral health in institutionalized elders-Completed 12/13-Paper Submitted.

#### **Other Professional Experiences:**

1/02-8/09 North Eastern Nevada Regional Hospital (NeNRH) Clinical Nutrition Manager and Clinical Dietitian, Elko, Nevada. Document relevant aspects of nutritional care for patients in accordance with departmental, Life point, and regulatory standards. Perform nutritional assessments as determined by screening tools. Collaborate with nursing, physicians, pharmacists, physical therapists, foodservice director and the foodservice staff. I also coordinate community outreach in community nutrition which includes: Various Goldmines, Great Basin College, USDA Division of Forestry, Banks, Head Start, State of Nevada, Elko School district and Spring Creek School District sports teams.

10/02-8/09 DCI Renal Dialysis Dietitian, Elko, Nevada. Screen, assess and plan renal nutrition meal and care plans for patients and their families in accordance with diet orders for End Stage Renal Disease patients.

1/07-8/09 Adjunct Nutrition Professor at Great Basin College, Elko, Nevada. Teach basic Nutrition Class for General Education and Nursing Students.

1/09-Current Contractor with *Specialty Health Network* to work with firemen, police officers, individuals and groups of people for various food and nutrition related issues.

6/00-1/02 State of Nevada WIC nutritionist and Supervisor for Western Region of WIC. Assess, plan and develop nutrition care plans for infants, women (pregnant and post-partum) and children who are underprivileged; worked with clients in individual and group settings. Worked with 10 employees to implement the on-going WIC standards regulated by USDA for 4 and sometimes 5 separate clinics with large caseloads in a rural setting. Implemented Quality Assurance Standards required by the State of Nevada.

6/99-7/99 Invited professor to Schiller International University, Engelburg, Switzerland for team teaching Hospitality Management Seminar. Invited guest by Dean of University; Took 12 students. Team taught several hospitality issues in the United States and compared to Switzerland's issues.

5/98-6/98 Invited professor to Schiller International University, Engelberg, Switzerland. Took 11 students in Dietetic and Hospitality Management. Taught classes in Human Resource Management, European Cuisine production through service to guests.

#### **Funded External Grants and Internal Grants and Mentoring Programs:**

**McNair Scholars Program: \$500.00 working as Mentor to Katherine Hernandez on Disordered Eating Patterns and Selections contributing to Obesity in College Students.**

**CHSS On-Line Instructional Grant: 3,000.00, 12/13-Continue work with Navajo Nation WIC Program to teach On-Line WIC Agenda of USDA to remote sites on the Navajo Reservation. Developing Website with Navajo Nation WIC using Nutrition Education Materials developed by professor and graduate students.**

\*Let's Move Indian Country and MyPlate Models as Intervention Strategies against Childhood Obesity and Diabetes: Building Capacities in Navajo Nation WIC for summer, 2013, \$5,600.00, Navajo Nation WIC Program, \$1,500.00/Workshop Presentation

\***CHSS On-Line Instructional Innovative Grant reviewed and granted full funding for \$5,000.00**, March 21, 2012 on: Projections of Employment Needs Through 2018: Can Food and Personal Services as Well as Healthcare Opportunities in Food Science and Nutrition Meet a Niche?

\***Office of Minority Health, Dallas Regional Office, And U.S. Department of Health and Human Services, Keen-Browning, V. and Tripp, P.** received \$3,000.00 for Childhood Obesity Interruption Project in Walker County, July 15 for FY 2011.

\*Keen-Browning, V and Elliott, C. American Dietetic Association DPG Group: Dietitians in Health Care Community Group awarded \$6500.00 for review of literature of investigating studies of eating habits, episodes and snacks of the elderly and meals used, Summer 2010.

\*Keen-Browning, V. Dietetics in Health Care Communities a practice group of the Academy of Nutrition and Dietetics Association Annual DHCC Conference for North Carolina, South Carolina and Georgia, \$2,500.00 Asheville, North Carolina: Nutrition Assessment in the Elderly, September 17, 2010.

\*Received one of the Tobacco Settlement Grants for the State of Nevada in Fall 2006 and Spring 2007. Taught good nutrition, obesity prevention, let's get moving and positive body image presentations to the surrounding school districts. School districts in

Elko, Spring Creek, Ely and Eureka, Nevada were my territories and collaborated with Barbara Howe, State of Nevada Nutritionist. Each grant was worth \$6,000.00.

\*Garnered part of \$20,000.00 for Marketing of all programs in the Department of Family and Consumer Sciences as a result of serving on the University Undergraduate Curriculum Committee, 2011-present. Enhanced multiple facets of programs within our department.

**Peer-Review Publications, Presentations/Posters Published, Presented or Acceptance of Presentation and Publication:**

\*Keen-Browning, V. Mindful Choices for Health at Every Size Using the Slow Food Movement. *Making the Most of What We Have, American Association of Family and Consumer Sciences, Texas Affiliate: SE District Meeting, October 18, 2013.*

White, R.C., White, J.H. and \*Keen-Browning, V. Familial and historical influences on the lives of renowned scientists. *Intentional and Multicultural Perspectives. March, 2014 247<sup>th</sup> American Chemical Society National Meeting, Dallas, Texas.*

Burleson, L.K. and \*Keen-Browning, V. Collaboration between Interior Design and Nutrition Professionals to Enhance Food Consumption in Dementia Residents. March 7, 2014. To be presented at the Interior Design Education Council (IDEC) Annual Conference, New Orleans, LA.

\*Keen-Browning, V. Presentation Accepted and published in proceedings: to be published, September, 2013. Healthy Aging, Longevity and Illness Defined: A current comparison between America and Italian Elders, Harris Manchester College, Oxford, England, August 6, 2013.

\*Keen-Browning, V. the following 4 Abstracts and now Papers have been accepted for publication and presentation at: The International Federation for Home Economics Council, 2014, 20<sup>th</sup> Anniversary of the International Year of the Family, July 20-24, 2014, Brescia University College, London, Ontario, Canada:

Beck, A. and \*Keen-Browning, V. Can we enhance global rates of exclusive breastfeeding for the first 6 months using Home Economics Education as the starting block?

Smith, K., \*Keen-Browning, V., Neal, J., Boyd, L. Paternal influences, meal structure and meal frequency on children's weight gain.

\*Keen-Browning, V., White, J.H., Burleson, L., and Rod, K. A current comparison between Native Americans and Italian Elders. Can we empower families to manage disease by looking back to some of our heritage meals through Home Economics education?

\*Keen-Browning, V., Hurst, J., Wang, M. Encouragement of breastfeeding and heritage foodways on the Navajo Nation Reservation: Megatrends will not disrupt this culture's strong family values.

\*Keen-Browning, V. and Burleson, L. Poster Accepted for Presentation : Unique Role of Nutrition and Interior Design Professionals in Achieving Meal Time Satisfaction in Dementia Patients, Society for Nutrition Education and Behavior, August 10, 2013, Portland, Oregon.

\*Keen-Browning, V. Presented: Help Mom Cut the Fat: Postpartum Obesity Intervention the Italian Way: What America Can Learn. 104<sup>th</sup> Annual Conference and Expo of American Association of Family and Consumer Sciences, Houston, Texas, June 26, 2013 at Research Rounds and Published in Conference Proceedings.

\*Keen-Browning, V. Presented: Embracing Healthy Aging and Longevity through Consumption of the Mediterranean Diet and Lifestyle Choices: A Comparison Between Italy and the United States. 104<sup>th</sup> Annual Conference and Expo of American Association of Family and Consumer Sciences, Houston, Texas, June 29<sup>th</sup>, 2013 at educational block 13.

\*Keen-Browning, V., Prots-Seidley, C., Galles, B. Postpartum Obesity and Preventive Services: A Model for Referrals and Appropriate Nutritive Education. Published for the 2013 Texas Family and Consumer Sciences Research Journal (TAFCS), Fall 2013.

\*Keen-Browning, V., Galles, B., Icenogle, J., Richards, K. *Eating Habits of Head Start Parents and Barriers to Healthy Eating. Published Fall 2013 Texas Family and Consumer Sciences Research Journal(TAFCS).*

\*White, J., \*Keen-Browning, V., White, R. *Family and Moral Dilemmas: Experiences from the lives and work of renowned noble prize scientists. Published #1030. Journal of Family and Consumer Sciences (AAFCS). Fall 2013.*

\*Keen-Browning, V. and Burleson, L. *Unique Role of Nutrition and Interior Design Professionals in Achieving Meal Time Satisfaction in Dementia Residents. Published at the Society for Nutrition Education and Behavior 2013 Annual Conference, August 10, 2013, Portland, Oregon in Conference Proceedings.*

\*Keen-Browning, V. *Healthy Aging, Longevity and Illness Defined: A Current Comparison Between American and Italian Elders*. Accepted for presentation Oxford Press, September, 2013 and Published in Conference Proceedings.

\*Keen-Browning, V. *Widowhood, Quasi-widowhood, Malnutrition and Poverty*. Accepted for publication, November 11, 2013. International Federation for Home Economics International E-Journal, 2014 edition.

\*Keen-Browning, V., Flanagan, K., Lasko, J., & Calpepper, K. *The effect of junk food taxes on college students*. Poster and presentation completed and Published in Conference Proceedings, 23<sup>rd</sup> Art&Science of Health Promotion Conference, Hilton Head Island, South Carolina, March, 2013, Society for Nutrition Education and Behavior.

\*Keen-Browning, V., Castellanos, M., Backes, K., and Hunter, R. *The effects of intensive whole grain nutrition education classes on adults in southeast Texas*. Poster presented and Published in Conference Proceedings, 23<sup>rd</sup> Art&Science of Health Promotion Conference, Hilton Head Island, South Carolina, March, 2013, Society for Nutrition Education and Behavior.

\*Keen-Browning, V. and Tripp, P. Scheduled. Presented at the International Federation of Home Economics in Melbourne, Australia on: "Use of MyPlate as an Educational Intervention: Developing Capacities as a Pilot Project in Texas, USA. Paper will be published in IFHE, July, 2012 and Published in Conference Proceedings.

Keen-Browning and Tripp, P.J. MyPlate Intervention: Reducing Obesity Rates in Children and Parents: Developing Capacities as a pilot project in Texas, USA, 2013 AAFCS Texas Annual Meeting Proceedings

\*Keen-Browning, V., and Potts-Sealey, C. Presented at, 16<sup>th</sup> Annual Congress of Dietetics, Sydney, Australia on: "Postpartum obesity and preventive services: a model for referrals to include medical nutrition therapy (MNT) intervention and appropriate nutrition education, Nutrition & Dietetics 2012, 69(Suppl.1):72-164 and Published in Conference Proceedings.

\*Keen-Browning V. Influence of Pan Latin Cooking on Traditional Dietary Habits of Americans, November 30, 2011 Published in spring of 2012 in the International Federation for Home Economics curriculum development unit in: Global Sustainable Development: A Challenge for Consumer Citizens as a chapter. Submitted Fall, 11/30/2011.

\*Keen-Browning V. and Potts-Sealey C. *Postpartum Obesity: The Root Problem of Childhood Obesity*, March 2011. Also, Published in Oxford Press, July, 2011.

\*Keen-Browning V and Potts-Sealey C. *Postpartum obesity and preventive services: a model for referrals to include medical nutrition therapy (MNT) intervention and appropriate nutrition education*, Submitted November 30, 2011. Presentation March 12, 2012 for 16<sup>th</sup> Annual International Congress of Dietetics September 5-8, 2012, Sydney Convention.

\*Keen-Browning and Potts-Sealey C. *Postpartum Obesity: the Root Problem of Childhood Obesity*. Presentation at the 4<sup>th</sup> Annual Medicine and the Social Sciences and Humanities Conference, Scheduled for, Friday, April 20, 2012.

\*Keen-Browning and Elliott, Carol. Poster Presentation Presented for 2012 CHSS Annual Research Conference on Lack of evidence based menu planning guidelines for Extended Care Communities (ECC), Scheduled for April 13, 2012.

\*Keen-Browning V. Presentation in Asheville, North Carolina: Nutrition Assessment in the Elderly (received travel grant for this presentation and speakers fee), September, 17, 2010. Dietetics in Health Care Communities a practice group of the Academy of Nutrition and Dietetics Association Annual DHCC conference for North Carolina, South Carolina and Georgia and published in conference proceedings.

\*Tripp PJ, Keen-Browning V, Burleson LK, Potts-Sealey, CV, White, JH. Working Together to help create FCS solutions for challenges faced by individuals and families. American Association of Family and Consumer Sciences Annual Conference and Expo. Cleveland, Ohio. June, 2010, Published Presentation Proceedings.

\*Keen-Browning V. Research to Rounds American Association of Family and Consumer Sciences Annual Conference and Expo. Cleveland, Ohio. *Teaching Cultural Food Practices from Around the World*, June, 2010, Published Presentation Proceedings. Also developed a course around this top for Sam Houston State University.

\*Keen-Browning, V. and Tripp, P.J. Practical Use of Prebiotics and Probiotics in Pediatric Foodservices. Professional Development Conference. Navigating, Transitioning and Achieving. Family and Consumer Sciences Teachers Association of Texas, August 2, 2010, Presentation.

\*Keen-Browning V. and Elliott, C. Elderly Eating Patterns and Menu Planning Guidelines, The Academy of Nutrition and Dietetics (formerly ADA) Annual Pre-Conference, Boston, Massachusetts, November, 2010, in Published Presentation Proceedings.

- \*Neal, J. & Keen-Browning, V. Family Meal Frequency: Help or Harm? Potential Recommendations for the Childhood Obesity Epidemic. J. Am. Dietet. Assoc.: ADAJ-D-11-00582. Resubmitted for publication.
- \*Keen-Browning V. and White, J. Connecting FACS to the Study of Nobel-Prize Winning Scientists and Their Discoveries, 102<sup>nd</sup> Annual American Association of Family and Consumer Sciences, June 25<sup>th</sup>, 2011 Phoenix, Arizona. Published Presentation Proceedings.
- \*Browning V. Gorman MA VanBeeber A. Nutrition knowledge of parents with disabled infants and children participating in advancing babies chances program in Texas. Published: Texas Home Economics Journal, Spring, 1993.
- \*Alford BB McIlHern H. Browning V. Comparison of two levels of fat intake on weight loss and lipids in the blood in obese post-menopausal women. Presented at the North American Association and Clinics on Obesity (NAASCO), October 1993, Milwaukee, Wisconsin, Published in Conference Proceedings.
- \*Browning V. Influence of Dietary Treatment on the abdominally obese postmenopausal woman. Presented at FASEB-Federation of American Societies of Experimental Biologists, March, 1993, Published in Conference Proceedings.
- \*Browning V. Alford BB Hsueh AM Gorman MA Shriver CR. Effect of diet on Carbohydrate parameters in the abdominally obese woman. Presented at the Texas Dietetic Association, March, 1993, Austin, Texas, Published in Conference Proceedings.
- \*Browning V. Alford BB Hsueh AM Gorman MA Shriver CR. Effects of dietary treatment on the Lipid Profile of the abdominally obese postmenopausal woman. Presented at the Federation of Experimental Biologist Annual Meeting, April, 1994 Anaheim, California, Published in Conference Proceedings.
- \*Browning V. Demographic characteristics and nutrition knowledge of parents with disabled and developmentally delayed children. Presented at the 77<sup>th</sup> annual meeting of the American Dietetic Association, October, 1994, Orlando, Florida, Published in Conference Proceedings.
- \*Browning V. McGuire DJ. Promotion of a healthy weight among Navajo Nation women, Infant and Children (WIC) families, presented at the 79<sup>th</sup> annual meeting of the American Dietetic Association, October, 1996, San Antonio, Texas, Published in Conference Proceedings.
- \*Browning V. McGuire DJ. Promotion of a healthy weight among Navajo Nation prenatal and postpartum women. Presented at the 80<sup>th</sup> annual meeting of the American Dietetic Association, October, 1997, Boston, Massachusetts, Published in Conference Proceedings.
- \*Browning V. Nutritious solutions while boosting flavor and texture for the elderly. Presented at the annual 1997 Governor's Conference on Health and Aging, December, 1997, Chicago, Illinois, Published in Conference Proceedings.
- \*McKee D. Browning V. World Council for Curriculum and Instruction. Annual Conference in San Antonio, Texas A framework for International Course Development in Hospitality, 1999, Published.
- \*Browning V. Goal weight trends among Navajo Nation prenatal women and prevention of cardiovascular disease in postpartum women. 50<sup>th</sup> Anniversary of National Heart, Lung and Blood. A division of National Institutes of Health, San Francisco, California, February, 1998, Published in Conference Proceedings.
- \*Browning V. Potential benefits of phytoestrogens in the prevention of breast cancer in pre and post menopausal women: A review and nutrition education material promoting soy based food and products, Global Soy Forum 1999, Chicago, Illinois, and August 7, 1999, Published in Conference Proceedings.
- \*Browning V. September, 1998, Parents with disabled and developmentally delayed infants and children participating in early childhood intervention programs knowledge of nutrition, Department of Health in Missouri, Mental Health and Nutrition Annual Conference, Published in Conference Proceedings.
- \*Browning V. October 1998, goal weight trends among Navajo Nation prenatal women and prevention of cardiovascular disease in postpartum women: A comparison between 1994-1996, 81<sup>st</sup> Annual Meeting of the American Dietetic Association, Kansas City, Missouri, and Published in Conference Proceedings.

**Current and Other Professional Work Experiences:**



\*Fall 2009-Current: DPD Director of Sam Houston State University Undergraduate Dietetics Program accredited by the Academy of Nutrition and Dietetics (formerly ADA). Function as Graduate Faculty as well for the Dietetic Internship Program.

**Awards:**

- Sam Houston State Research Award for Department of Family and Consumer Sciences, 2012-2013 for Excellence in Research, CHSS: Spring, 2013.
- Sam Houston State Teaching Award, for Department of Family and Consumer Sciences, 2011-2012 for Excellence in Teaching, CHSS: Teach: All upper level DPD courses in the undergraduate nutrition and food science program (FACS 3339, 4360-4361, 4370 and graduate level Dietetic Internship courses).
- Sam Houston State Teaching Award, for Department of Family and Consumer Sciences, 2009-2010 for Excellence in Teaching, CHSS: Teach: All upper level DPD courses in the undergraduate nutrition and food science program (FACS 3339, 4360, 4361, 4370 and graduate level Dietetic Internship courses).
- 2011 Oxford Roundtable Participation Certificate and Member of the Oxford, Round Table, Oxford, England
- 2013 Oxford Roundtable Participation Certificate and Member of the Oxford, Round Table, Oxford, England
- Invited to participate in People to People Citizen Ambassador Program with a group of dietitians to explore Nutritional Health and Wellness in South Africa 10/267-11/5/09. A comparative study between America and South Africa will be explored during this time.
- North Eastern Nevada Regional Hospital (NeNRH) Employee of the Quarter, Awarded January 2008.
- Invited visiting professor in Schiller International University, Engelburg, Switzerland, 1998-1999.Schiller International University, Engelburg, Switzerland, Appreciation of International Visiting Professor Award, and July, 1999.

**HONORS and Professional Memberships:**

- CHSS Outstanding Teachers Award 2009-2010 and 2011-2012 at Sam Houston State University
- Worked on the Reaccreditation Process for ACEND and achieved as DPD Director and 3 part-time or adjunct teachers, May, 2013.
- Member of Kappa Omicron Nu and Phi Upsilon Omicron
- Member of The Academy of Nutrition and Dietetics (formerly ADA)-Member of Oncology Member of the American Society of Nutrition and Behavior-Nutrition Education&Healthy Aging
- Member of the AAFCS. Community Partners, International Federation of Home Economics

**Service:**

**I have taught the entire curriculum in the FSN undergraduate program as well as all the graduate courses in the MS/ED program.**

**\*\*Taught second online portion of new FACS 5380 Aging Class on Nutrition and Medical nutrition therapy for the Elder with complications and medical nutrition therapy for the healthy Elder as an overload. This class is being team taught by four faculty members in the FACS for the first time, spring 2012.**

- Curriculum Development of FACS 4368 Costa Rican Cuisine and Cultural Food Practices Affecting Dietetics: This course may be taken for undergraduate or graduate credit.
- CHSS Dean's Search Committee for the College and representative for the Department of Family and Consumer Sciences
- CHSS Planning Committee for annual conference of MHSS
- University Committee for the strategic plan for the development of the Allied Health College, formed summer, 2013.
- Scholarship Committee, Department of Family and Consumer Sciences
- Search Committee Chair for Nutrition/Dietetics Assistant Professor on the request of the ACEND Accrediting Team, December, 2012.
- Search Committee for the Chair Selection for the Family and Consumer Sciences Department.
- Abstract and Proposal Reviewer of the Society for Nutrition Education and Behavior National Conferences for 2013 and 2014, Portland, Oregon and Milwaukee, WI
- Department of Family and Consumer Reviewer of all Form B's in University of Food, Nutrition connections to be sure no overlap is made to the two accredited programs of Dietetics and the Food Science and Nutrition Program
- Developing ON-LINE CONTENT FOR: FACS 5330 and FACS 5367 to begin Summer 2014 during Summer II
- Didactic Program Director (DPD) for undergraduate food science nutrition program which requires 50% or more of any time for program management, curriculum development and statistical review for the United States Department of Education
- Developing 2 new courses: Nutrition Education and Innovative Intervention Strategies for Change and Nutrition Assessment within the Life Cycle. Both courses may be taken for undergraduate or graduate credit.
- Discoveries in Chemistry and Textiles: An Interdisciplinary Approach to Study Abroad: Assisted Dr. Rick and Dr. Janis White with several lectures in Germany and supervisory role of students attending with us, May, 2011. Led to presentation at AAFCS, June, 2011 and feature article in AAFCS Journal, 2013.
- Head Start Advisory Board in Walker County and Cold spring, Texas for 2<sup>nd</sup> year.
- Graduate Faculty and Undergraduate Faculty for 2 programs
- Graduate Director of Family and Consumer Sciences

-Book Reviewer for Oxford University Press: McKee, T. and McKee, J.R. *Biochemistry: The molecular basis of life*.  
-Spring Reception, April 24<sup>th</sup>, 2012, The Katy and Don Walker, Sr. Education Center, Humbleville, Texas, Directed students in Spring Reception catering, Stars Across Texas for the Department of Family and Consumer Sciences.  
-SHSDA Student Dietetic Association to work with student Alumni Association for Fire Relief Drive for area families of Bostrap and Magnolia coordinated with SAM and the Red Cross



# Sam Houston State University

*A Member of The Texas State University System*  
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

*Dietetic Internship  
Family & Consumer Sciences/Certification  
Family & Consumer Sciences/General  
Fashion Merchandising*

*Food Science and Nutrition  
(Didactic Program in Dietetics)  
Food Service Management  
Interior Design*

Dear XX,

I was very happy to hear that you are willing to have our Dietetic Interns be part of your training and mentorship program. Here is a synopsis of our program. The Sam Houston Combined Masters of Science in Dietetics and Dietetic Internship program's mission, philosophy and goals are consistent with high ethical standards and goals of the University, College, the Department of Family and Consumer Sciences, and the Academy of Nutrition and Dietetics. Our goals are to:

1. Direct interns to master professional and didactic skills necessary for the successful entry-level generalist dietitians.
2. Provide exposure through excellent didactic experiences and meaningful rotation placements that will augment the knowledge of nutritional support in clinical settings, food service systems management, community nutrition and research, as well as promote learning as the student progresses in the program.
3. Instruct students in the DI in the knowledge necessary to communicate effectively with peers and clients individually and in groups.
4. Prepare professionals who will contribute to the profession and to the community as educators in appropriate dietary practice.
5. Prepare dietetic professionals committed to continuing education and participation in professional organizations.

Our students are expected to achieve adequate learning experiences that will foster the following learning outcomes: Upon completion of the program, the graduates will:

1. Demonstrate effective communication skills and the ability to use a variety of communication tools in disseminating nutrition information.
2. Perform the nutrition care process in a variety of settings such as acute care, long-term care and community settings.
3. Utilize broad knowledge and skills to provide dietary recommendations for optimal health.
4. Demonstrate leadership skills necessary to successfully manage resources appropriate to the setting.
5. Demonstrate the ability to analyze and evaluate information related to dietary practice and health outcomes.
6. Model professional skills and behavior, including ethical practice and commitment to life-long learning and the ability to collaborate and work in harmony with others.
7. Exhibit the professional competencies of a dietitian as identified by The Academy of Nutrition and Dietetics.

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*Sam Houston State University is an Equal Opportunity / Affirmative Action Institution*  
Box 2177 • Huntsville, Texas 77341-2177 • 936.294.1242 • Fax 936.294.4204 • [hcc\\_fcw@shsu.edu](mailto:hcc_fcw@shsu.edu)

Our program is currently **accredited** by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). Our approved program size is for 10 interns each cohort (group) which means each Fall semester we are likely to have 20 students enrolled (10 will complete the program in at the end of the semester and 10 who would have completed their first semester). Each semester is approximately 16 weeks long.

Our program has seen tremendous success since 2011 when I became the dietetic internship director. The program schedule is a rigorous one, but our graduates are able to take and successfully pass the RD exam within 3 months of program completion. We can boast of the same success in employment, our students are encouraged to attend all dietetic meetings held at the local, state and national level; in that way they can fully understand the workings of the dietetics field as well as provide them with an opportunity to network with other practitioners in the field. As a result most or all of our interns are employed within the first 6 months of exiting our program. Past students that have graduated are currently employed in the area of nutrition in schools (ISDs), head start programs, WIC, wellness programs, and hospitals in Texas, New York and Boston, to name a few places. Some hold more than one job assignment.

In terms of the rotation sites, I am very flexible with dietitians, because I value your input as preceptors. I allow rotation lengths to be dictated by the dietitians and the level of practical exposure available to our students. For a facility of your size, I will say 4-5 weeks will be appropriate for a clinical rotation. You would only have one intern at a time at your facility.

I am grateful that you have agreed to mentor our students, we are very careful in our selection and make every attempt to prepare our students prior to them entering rotation sites. I have attached a sample of the activities the students are to complete during the 16 months of enrollment in our program and should you need further information, please do not hesitate to call me at 936-294-1286 or email [hfr007@shsu.edu](mailto:hfr007@shsu.edu).

You will also find the contract between SHSU and Hospital enclosed. Please forward to your CEO, have him/her sign both copies and return the signed copies to us. Our President will sign both copies and one will be returned to you for your records.

I appreciate the time and effort on your part and I thank you.

Sincerely

Heather Frazier, MS, RD, LD  
Clinical Assistant Professor and Director of the DI program  
Sam Houston State University

# Preceptor Training

Sam Houston State University  
Dietetic Internship

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## Competent Preceptor – Value Within

- This guide provides information to assist you in training dietetic interns.
- Preceptors are one of the most integral parts of a successful Dietetic Internship (DI) experience.

SHSU Dietetic Intern Class of 2011-2012

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## Objectives

- Identify curriculum outlined by the SHSU Dietetic Internship
- Plan for student learning
- Evaluate student learning
- Define preceptor role
- Demonstrate characteristics of an effective preceptor
- Utilize effective teaching strategies

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## SHSU DI Information

Location: Huntsville, TX

Website: [http://www.sahu.edu/hstg\\_insm/practice/madip.htm](http://www.sahu.edu/hstg_insm/practice/madip.htm)

Director: Heather Prosser, 930.294.1906, hprosser@sahu.edu

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## SHSU DI Curriculum

- Fall:** DI Supervised Practicum (2 credits), Food Service (2 credits), Motor (2 credits)
- Spring:** DI Supervised Practicum (2 credits), Research Methods (2 credits), Motor (2 credits)
- Summer:** The Consumer and Food Technology (2 credits), Motor (2 credits)
- Fall:** DI Supervised Practicum (2 credits), DI Seminar (2 credits), Research Problems (2 credits)

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## DI Rotations: 1200 hours

- Clinical:**
  - Clinical/Hospital (8-10 weeks)
  - Long Term Care (4-5 weeks)
- Food Service Systems Management (240 hours):**
  - School Food Service (5 weeks)
  - Hospital Food Service (5 weeks)
- Community (225 hours):**
  - Food Bank (2 weeks)
  - WIC (4 weeks)
  - Senior Center (1 week)
  - Head Start (4 weeks)
- Research (300 hours):**
  - Community Research and Wellness

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## Plan for Student Learning Student Learning Objectives

- Apply principles of management and systems to the provision of services to individuals and organizations
- Develop and deliver information, products and services to individuals, groups and populations
- Develop beliefs, attitudes and behaviors for the professional dietitian level of practice
- Integrate scientific information and research into practice

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## Achieving Student Objectives

- Accreditation Commission for Education in Nutrition and Dietetics (ACEND) competencies used to measure student learning outcomes
- ACEND Competencies are outlined in the intern's master checklist
- Preceptors use the checklist as a guide to plan the intern's tasks
- Refer to the master checklist and activities in the DI Handbook

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## Evaluation of Student Learning

- Upon completion of the rotation, the preceptor completes the evaluation form specific for the rotation and an evaluation of professional behavior
- Refer to the evaluation forms in the DI Handbook (intern will provide evaluation forms to preceptor)

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## Rotation Evaluation

- 3 = performance exceeds competency (above average)
- 2 = performance meets competency (average)
- 1 = performance falls below competency (below average)
- Review evaluation with the intern; provide constructive feedback
- If an intern gets a 1 they must redo the task

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## Professional Behavior Evaluation

- 3 = performance frequently exceeds competency
- 2 = performance meets competency
- 1 = performance frequently falls below competency
- 0 = performance consistently falls below competency
- 0 and 1 are unacceptable; DI Director must be notified

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## Role of a Preceptor

### Facilitated Student Learning

- Provide a complete orientation at the beginning of the rotation
- Be aware and accepting that each student has a unique personality and different levels of strengths and weaknesses
- Identify any barriers the Intern may have to learning and problem-solving strategies to overcome these issues
- Utilize effective teaching strategies

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## Orientation

**Site Visit:**

- Site visit (pre-rotation to facility and office) and meet with staff
- Assign intern to work (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z)
- Review rotation schedule to bring

**Introduction:**

- Internship team to introduce intern to facility and staff
- Provide a tour of the facility and explain the rotation schedule

**Follow-up/Procedure:**

- Review S & P with intern, set goals, rules & expectations
- Assign the intern to see patients/clients and provide care

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## Getting Started / Progressing in the Rotation

- Demonstration:** Intern observe preceptor; discuss rotation for progression with intern
- Practice with Supervision:** Intern receive feedback on performance; intern make appropriate corrections with encouragement from preceptor
- Independent Practice:** provide opportunities for independent work; continue to give intern the feedback needed

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### Uniqueness of Each Intern

- Accept that each intern comes with unique characteristics. Recognize how an intern's personality and culture can positively contribute to his/her performance.
- Identify an intern's strengths and weaknesses, knowledge, level of maturity, etc.

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### Possible Scenario 1

- The intern is extremely shy and afraid to speak to the patient.
- What is the best way to handle this situation, when you know it is something the intern must learn to do?

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### Scenario 1 Responses

- Have the intern observe you talk to patients.
- Debrief discussion after each session.
- Have the intern write on a sheet some leading questions to help organize thoughts (can be used for each session).
- Role play with the intern.
- Reassure the intern that he/she does not have to be perfect.
- Observe and provide encouraging/constructive feedback.
- Keep providing opportunities to have the intern continue interacting patients; have the intern learn to self-analyze performance.

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### Identify Barriers to Learning

- Some common barriers interns may have:
  - Inadequate knowledge; poor time management; fatigue; inefficient work habits; stress; low self-esteem; negative attitude; lack of experience in application of theory to practice; disorganized.
- Help interns identify any of these barriers.
- Provide interns with strategies to overcome barriers (an intern with more severe problems should seek professional counseling).

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### Possible Scenario 2

- Your intern always seems tired. As a result he/she seems bored, disorganized and has poor work habits.
- What do you do?

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### Scenario 2 Responses

- Behavior such as this should be addressed immediately.
- Have a discussion with the intern about other things he/she may be doing on the outside of the internship (working at night, for example).
  - Do not come out and say, "your behavior is unacceptable"
  - Instead say, "I have noticed you seem tired, tell me what is going on in your life that is making you sleep this way."
- Discuss drawbacks of his/her behavior and how it is interfering with performance.
- Work with the intern to problem solve how he/she can get more rest.
  - "Maybe you can just work weekends so you can get time for rest during the week. Is that possible?"

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### If a problem continues...

- Confront the intern and be specific.
- The intern needs to know consequences of his/her actions or deficiencies (e.g., if they are late every day, they must make up a full day).
- Reevaluate that expectations are realistic.
- For knowledge deficiencies, give intern extra reading outside the rotation.

*\*All significant problems should be discussed with the DI Director.*

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### Effective Teaching Strategies

- Use the "one minute preceptor" approach.
- Treat students as adult learners.
- Use effective feedback.
- Encourage self-reflection.

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### One-Minute Preceptor

- Get commitment from the student about what he/she thinks is going on.
- Probe for reasoning and/or supporting evidence.
- Teach important principles.
- Provide positive, constructive feedback.
- Correct mistakes in reasoning.

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### One Minute Preceptor Example

- "What do you think is going on w/ this patient? How would you prioritize this case?"
- "What leads you to believe that this formula is the best choice for this patient's tube feeding?"
- "It is reasonable to be most concerned with this patient's glucose control."
- "It makes sense that you would want to choose a diabetic formula; however, the patient has diarrhea. What might be a better choice?"
- "It takes experience to learn how to prioritize clinical problems. This is what I usually do."

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### Treat Interns as Adult Learners

Scenario: Intern planning a foodservice interview.

- Confer with intern if he/she has any prior experience in foodservice.
- Have intern observe kitchen staff and come up with a topic.
- Discuss feasibility of a topic.
- Allow intern to create a lesson plan. Review lesson with constructive feedback; discuss intern's opinions and ideas.

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### Using Effective Feedback

<b>Feedback</b> Helps intern change behavior or reinforce behavior. Provides information about how he/she affects others.	<b>Encouragement</b> Shows your interest and esteem. Can create an intern's willingness slightly in cases of ability (brings them to the next level).	<b>Direction</b> Provides instruction of teaching - inform, advise, demonstrate. Preceptor explains best way to accomplish tasks.
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### Criteria for Feedback

- Describe intern's behavior rather than judge them.
  - "I noticed you texting while you were writing your note. Remember to keep your phone away during critical time and focus on your tasks."
  - NOT: "Don't use your cell phone while at work."
- Provide specific feedback, not general.
  - "When you are in the kitchen, you need to wear a helmet"
  - NOT: "You are not prepared to work in the kitchen."
- Provide concern for the needs of both yourself & the intern.
  - "I am really busy right now, but will be happy to meet with you in 30 minutes and we can have a discussion."
  - NOT: "Don't bother me now."

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### Criteria for Feedback

- Balance positive feedback with constructive criticism that includes direction for change.
  - "Your assessment included all of the appropriate information, but I think your nutrition diagnosis could be more specific to the patient's fluid intake. Why don't you review some of the other diagnoses and then choose one that will tie in more closely with your intervention strategies."
- Time your feedback to be as immediate as possible and in a somewhat private setting.

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### Criteria for Feedback

- Direct feedback to specific behavior, which the intern can change; do not make blanket statements.
- "You will be more efficient if you go through the chart at specific points without reading everything."
- NOT: "You need to work on your speed."
- Check your understanding with the intern to insure clear communication.

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### Praise is a form of feedback that can enhance motivation; but has to be given correctly

- Use effort/process praise vs. ability/praise
- Per example: "I appreciated that you came well-prepared today," versus "You are really smart as you are the best intern I have ever had!"

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### Dietetic Interns will be more Intrinsically Motivated when ...

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### Encourage Self-Reflection

- Allows assimilation or re-working of concepts, skills, knowledge and/or values into pre-existing knowledge
- Can lead to moral, personal, and emotional growth during clinical training

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### Techniques for Intern Self-Reflection

Part of the Feedback Process

- Before giving feedback/evaluation, begin with an intern's self-evaluation.
- Years 1 share my evaluation, not all of you give your performance.
- Have the intern write a self-analysis on a performance evaluation.
- Encourage the intern to list things that went well, along with what could be improved.

Journaling

- Interns keep a daily journaling that helps them reflect on their experience.

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### The Effective Preceptor

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### Communication & The Effective Preceptor

- Possesses and demonstrates broad knowledge
- Explains the basis for actions and decisions
- Answers learner questions clearly and precisely
- Open to conflicting ideas and opinions
- Connects information to broader concepts
- Communicates clear goals and expectations
- Captures learners attention
- Makes learning fun

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### The Effective Preceptor

Careful Analysis of the Learner

- Accurate assessment of learner's knowledge, attitudes and skills
- Uses direct observation of the learner
- Provides effective feedback
- Performs fair and thoughtful evaluations

Skill in Practice and Teaching

- Provides effective role modeling
- Demonstrates skillful interactions with patients
- Generates interest in the subject matter
- Presents information with organization and clarity
- Organizes and controls the learning experience
- Balances direct and teaching responsibilities
- Gives appropriate responsibility to the learner

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### Motivating the Learner

- Emphasizes problem solving
- Translates specific cases into general principles
- Promotes active involvement of the learner
- Demonstrates enjoyment and enthusiasm for patient care and teaching
- Develops a supportive relationship with the learner.

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### The Effective Preceptor

- Being competent and knowledgeable in dietetics is one of the most important characteristics of being an effective preceptor.
- Stay current through use of your professional development portfolio.
- Be a part of professional groups: Academy of Nutrition and Dietetics (AND), AND practice groups, local dietetic groups, and other professional groups.

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### Benefits of Being a Preceptor

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## SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL AFFILIATION AGREEMENT (the "Agreement") is made as of this 1st day of April, 2014 by and between Sam Houston State University (hereinafter referred to as "School") and XX. (hereinafter referred to as "XX").

### WITNESSTH:

**WHEREAS**, School offers to enrolled students a degree program in the field(s) of Dietetics and

**WHEREAS**, XX operates a food and nutrition program at XX in XX, Texas; and

**WHEREAS**, School desires to provide to its students a clinical and/or foodservice management learning experience through the application of knowledge and skills in a health care facility; and

**WHEREAS**, XX has agreed to make its facility available to School for such purposes.

**NOW, THEREFORE**, in consideration of the mutual promises contained herein, the parties hereby agree as follows:

#### 1. RESPONSIBILITIES OF SCHOOL.

- a. **Clinical and/or Food Service Management Program**. School shall be responsible for the implementation and operation of the clinical and/or food service management component of its programs at XX, which programs shall be approved in advance by XX. This Agreement shall cover the following clinical and foodservice management program(s) at XX: Family & Consumer Sciences and Dietetics (collectively, referred to as "Program"). Such responsibilities shall include, but not be limited to, the following:
  - i. Orientation of students to the clinical and/or foodservice management experience at XX;
  - ii. Provision of classroom theory and practical instruction to students prior to their assignments at XX;
  - iii. Preparation of student, patient assignments and rotation plans for each student and coordination of same with XX;
  - iv. Continuing oral and written communication with XX regarding student performance and evaluation, absences and assignments of students, and other pertinent information;
  - v. Supervision of students and their performance at XX;
  - vi. Participation, with the students, in XX Quality/ Performance Improvement program and related programs;
  - vii. Performance of such other duties as may from time to time be agreed to between School and XX;
  - viii. Provide adequate documentation attesting to competency of each instructor assigned to XX.

Any student, on-site instructor of School participating in the Program (who also may be referred to as "Program Participants") at XX shall be accountable to XX Chief Executive Officer or designee.

- b. **Student Statements**. School shall require each student and on-site instructor assigned to Vanguard's Program, to sign a Statement of Responsibility, in the form attached hereto as Exhibit



A, and a Statement of Confidentiality and Security, in the form attached hereto as Exhibit B. Exhibits A and B are attached hereto and incorporated herein by reference.

- c. **Insurance.** School shall obtain and maintain, or shall require each student and on-site instructor assigned to XX, to obtain and maintain, occurrence-type professional liability insurance coverage in amounts not less than \$1,000,000.00 per occurrence and \$3,000,000.00 annual aggregate per student and instructor, with insurance carriers or self-insurance programs approved by XX and covering the acts and omissions of School's students and instructors. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the term of this Agreement and upon the termination of this Agreement, or the expiration or cancellation of the insurance, School shall purchase, or shall require each individual student and instructor to purchase, tail coverage for a period of three years after the termination of this Agreement or the expiration or cancellation of the claim-made coverage (said tail coverage shall be in amounts and type equivalent to the claims-made coverage). School is self-insured for the purpose of worker's compensation insurance. For all insurance required by this Paragraph 1(c), School shall require the insurance carrier notify XX at least thirty (30) days in advance of any cancellation or modification of such insurance policy and shall provide to XX, upon request, certificates of insurance evidencing the above coverage and renewals thereof.
- d. **Health of Program Participants.** Students and on-site instructors shall not pose a health risk and shall be otherwise free from contagious disease to XX and its patients, staff, physicians, volunteers and guests. School and/or the students and on-site instructors shall be responsible for arranging for the student's or instructor's medical care and/or treatment, if necessary, including transportation in case of illness or injury while participating in the Program at XX. The parties agree that this provision shall not apply to first aid services, which will be provided to any student or instructor as needed and to the extent the same is feasible and available.
- e. **Dress Code: Meals.** School shall inform the students they must dress in accordance with dress and personal appearance standards approved by School. Such standards shall be in accordance with XX standards regarding the same. Students and any on-site instructor will be expected to pay for their own meals at XX.
- f. **Performance.** All School instructors, assigned to and on-site at XX, shall be duly licensed, certified or otherwise qualified to participate in the Program at XX. School shall have specially designated instructors for the performance of the services specified herein. School and all students and on-site instructors shall perform its and their duties, obligations and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations, policies and procedures and other directives of XX and any rules and regulations of School as may be in effect from time to time. Neither School nor any student or on-site instructor shall interfere with or adversely affect the operations of XX or the performance of obligations and services therein. The students and on-site instructors are expected to comply with XX's Code of Conduct and ethics and compliance program, as applicable, in connection with the performance of their duties in the Program and under this Agreement. Further, School and its students and on-site instructors shall attend any training that is requested by XX in connection with their performance in the Program and under this Agreement.
- g. **Background Investigations.** School shall, in a timely manner at either School's expense, or the student's or on-site instructor's expense, conduct (or have conducted) a background investigation on each and every student assigned to the Program and every on-site instructor responsible for supervision and/or instruction.

- h. **School Status.** School represents and warrants to XX that the School: (i) are not currently excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a-7b(f) (the “Federal health care programs”); (ii) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (iii) are not under investigation or otherwise aware of any circumstances which may result in the School or any student or instructor being excluded from participation in the Federal health care programs. This shall be an ongoing representation and warranty during the term of this Agreement and the School shall immediately notify XX of any change in status of the representation and warranty set forth in this section. Any breach of this Paragraph 1(h) shall give XX the right to immediately terminate this Agreement for cause.
- i. **OSHA Compliance.** School will ensure that all students and on-site instructors assigned to XX who may be at risk for occupational exposure to blood or other potentially infectious materials will be:
  - i. Trained in accordance with the Occupational Safety and Health Administration’s (OSHA) Occupational Exposure to Bloodborne Pathogens (as published in Friday, December 6, 1991 *Federal Register*) and any amendments thereto;
  - ii. Trained in the modes of transmission, epidemiology and symptoms of Hepatitis B virus (HBV) and Human Immunodeficiency Virus (HIV) and other bloodborne pathogens;
  - iii. Trained in the methods of control that prevent or reduce exposure including universal precautions, appropriate engineering controls, work practices and personal protective equipment;
  - iv. Provided information on the Hepatitis B vaccine, its efficacy, safety, method of administration and benefits of being vaccinated; and
  - v. Provided proper follow-up evaluation following any exposure incident.
- j. **School Liaison.** School shall designate an individual to serve as liaison with XX as it relates to the Program. The School liaison will cooperate with and facilitate communication between XX and School. The School liaison will meet with the XX liaison and other representatives as may be needed to support the Program.
- k. **Pandemic and Seasonal Flu and other Pandemics.** School will ensure that each student and on-site instructor assigned to Program at XX shall comply with the policies, procedures and protocols adopted by XX to address pandemic and seasonal flu and any other pandemics that may occur. If a student or on-site instructor refuses to comply with XX policies, procedures and protocols that have been adopted for patient safety purposes, School agrees to remove such student or on-site instructor from XX.
- l. **Records.** Any records that are generated as part of the students’ participation in the Program at XX as it relates to patient care shall be the property of XX. School and each student and on-site instructor agree to keep and maintain any and all medical records as may be required by federal, state, or local law and regulations and XX policies and procedures.

## 2. RESPONSIBILITIES OF XX.

- a. XX shall accept the students and on-site instructor assigned to the Program by School and reasonably cooperate in the orientation of such persons to XX. Vanguard shall provide reasonable opportunities for such students, who shall be supervised by School and XX, to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of

patient care or XX operations. XX shall coordinate School's student rotation and assignment schedule with its own schedule and those of other educational institutions. XX shall at all times retain ultimate control and responsibility for patient care.

- b. Upon the request of School, XX shall assist School in the evaluation of each student's performance in the Program. However, School shall, at all times, remain solely responsible for the evaluation and grading of its students.
- c. XX shall cooperate with School in the scheduling and in the participation of conferences and meetings with School representatives as it relates to the Program.
- d. XX shall designate an individual to serve as liaison with the School as it relates to the Program. The XX liaison will cooperate with and facilitate communication between XX and School. The XX liaison will meet with the School liaison and other representatives as may be needed to support the Program.
- e. To the extent available, first aid will be provided to students and/or on-site instructors in the event of injury or illness while at XX until other arrangements, as may be appropriate, for such person's medical care can be made. Any XX medical expenses incurred for the provision of medical services shall be the responsibility of the injured or ill student or instructor whether covered by insurance or otherwise.
- f. XX shall furnish School all of its Codes of Conduct, rules and regulations, policies and procedures and any other directives that will govern Student duties, obligations and services while on-site at XX.

**3. MUTUAL RESPONSIBILITIES.** The parties shall cooperate to fulfill the following mutual responsibilities:

(a) Students shall be treated as trainees who have no expectation of receiving compensation or future employment from XX or School.

(b) Any courtesy appointments to faculty or staff by either School or XX shall be without entitlement of the individual to compensation or benefits for the appointed party.

**4. WITHDRAWAL OF PROGRAM PARTICIPANTS.**

XX may request School to withdraw or dismiss a student or on-site instructor from the Program at XX when his/her clinical performance is unsatisfactory to XX or his/her behavior, in XX's discretion, is disruptive or detrimental to XX and/or its patients. In such event, said student's or on-site instructor's participation in the Program at XX shall immediately cease. In the event a student's or on-site instructor's poses an immediate threat or danger to the safety and welfare of any patient, staff, including medical staff, volunteers and visitors, XX may immediately remove such student or on-site instructor from XX's premises. It is understood that only School can dismiss a student from the Program.

**5. INDEPENDENT CONTRACTOR; NO OTHER BENEFICIARIES.**

The parties hereby acknowledge that they are independent contractors, and neither School nor any of its students, instructors, employees, agents or representatives shall be considered employees, agents, or representatives of XX. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No student or instructor shall look to XX for any salaries, insurance or other benefits

## **6. NON-DISCRIMINATION.**

There shall be no discrimination on the basis of race, national origin, religion, creed, gender, age, veteran status, disability or other classification within federal, state and local statutes, regulations and/or ordinances in either the selection of students for participation in the Program, or as to any aspect of the clinical training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the student's effective participation in the Program.

## **7. INDEMNIFICATION.**

To the extent authorized or permitted by the Texas Constitution, the laws of the State of Texas and other applicable laws and without waiving any defenses, School shall indemnify and hold harmless XX, and their officers, clinical, medical and nursing staff, representatives and employees from and against all liabilities, claims, damages and expenses, relating to or arising out of any act or omission of the School or any of its instructors, students, agents, representatives and employees under this Agreement, including, but not limited to, claims for personal injury and professional liability. XX shall indemnify School against liabilities, claims, damages and expenses, including reasonable attorneys' fees, incurred by School in defending or compromising actions brought against School arising out of or related to XX's grossly negligent or willful acts in the performance of duties hereunder.

## **8. CONFIDENTIALITY.**

School recognizes and acknowledges that, by virtue of entering into this Agreement and fulfilling the terms of this Agreement, School, the students and on-site instructors may have access to certain information that is confidential and/or proprietary and constitutes valuable, special and unique property of XX. School agrees that neither the School nor any student or instructor will, at any time, either during or subsequent to the term of this Agreement, disclose to others, use, copy or permit to be copied, without the other party's express prior written consent, except in connection with the performance of School's and any student's or instructor's duties hereunder, any confidential or proprietary information of the other party, including, but not limited to, information which concerns patients, costs, prices, operations, and treatment methods, and which is not otherwise available to the public. School and its students and on-site instructors, agree to keep strictly confidential and hold in trust all confidential information of XX, and/or its patients and not disclose or reveal any confidential information to any third party without the express prior written consent of XX. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by XX. Unauthorized disclosure of confidential information or of the terms of this Agreement shall be a material breach of this Agreement and shall provide XX with the option of pursuing remedies for breach, or, notwithstanding any other provision of this Agreement, immediately terminating this Agreement upon written notice to School.

School strictly adheres to all statutes, court decisions and the opinions of the Texas Attorney General with respect to disclosure of public information under the Texas Public Information Act, Chapter 552, Texas Government Code. XX is required to make any information created or exchanged with the state pursuant to this contract, that is not otherwise excepted from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the state. The following format(s) shall be deemed to be in compliance with this provision: electronic files in Word, PDF, or similar generally accessible format.

School, the students and any on-site instructor shall not disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by XX in writing, any patient or medical record information regarding patients. School, the students and any on-site instructor shall comply with all federal and state laws and regulations, and all rules, regulations, and policies of XX and its medical staff, regarding the confidentiality of such information. School acknowledges that in receiving or otherwise dealing with any records or information from XX about patients receiving treatment for alcohol or drug abuse, School, the students and any on-site instructor are fully bound by the provisions of the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records (42 C.F.R. Part 2, as amended from time to time).

The parties recognize that they are bound to comply with Family Educational Rights and Privacy Act (“FERPA”) in their handling of educational records of students enrolled in the Program. It is also understood and recognized that employees and agents of each party will need to have access to the educational records maintained by the other party in properly administering their duties and obligations under this Agreement and to the individual students. Unless required by judicial or regulatory authority, neither party shall be permitted to authorize and further disclose the educational records of the other party to persons or entities not a party to this Agreement without first having received permission of the other party, and having obtained assurances that the other party has fully complied with the provisions of FERPA. Any permitted redisclosure to the persons or entities to the persons and entities not a party to this Agreement, shall be under the condition that no further disclosure by such party shall be permitted. Each party agrees to indemnify and hold harmless the other party and its officers, directors, employees and agents from any liability, damages, claims actions, causes of actions, demands, judgments or awards of whatsoever kind or nature, arising out of any failure by the other party or its officers, directors, employees or agents to abide by FERPA or its implementing regulations.

#### **9. TERM; TERMINATION.**

(a) The initial term of this Agreement shall be three (3) year(s), commencing on August 1, 2014 and ending on August 1, 2017, unless sooner terminated as provided herein. This Agreement may be extended or renewed for additional terms upon the mutual written consent of the parties hereto.

(b) Except as otherwise provided herein, either party may terminate this Agreement at any time without cause upon at least thirty (30) days prior written notice, provided that all students currently enrolled in the Program at XX at the time of notice of termination shall be given the opportunity to complete their clinical and/or foodservice management rotation at XX, such completion not to exceed six (6) months.

(c) Upon any termination of this Agreement, neither party shall have any further rights against, or obligation to, the other party, except with respect to any rights or obligations accruing, prior to the date and time of termination and any obligations, promises, or agreements which expressly extend beyond the termination, as herein set forth. Further, School and Program Participants shall immediately return to XX all of Vanguard’s property, which are in School’s or Program Participants’ possession or control.

#### **10. ENTIRE AGREEMENT; MODIFICATION.**

This Agreement and its accompanying Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

#### **11. SEVERABILITY.**

If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

#### **12. CAPTIONS.**

The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

#### **13. NO WAIVER.**

Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any of the provisions contained herein.

#### **14. GOVERNING LAW.**

This Agreement shall be governed and construed in accordance with the laws of the State of Texas.

#### **15. ASSIGNMENT; BINDING EFFECT.**

School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of XX. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and permitted assigns.

#### **16. NOTICES.**

All notices hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to XX:

Attention: Chief Executive Officer

If to School: Sam Houston State University

P.O. Box 2177 SHSU

Huntsville, Texas 77341

Attention: DI Director

or to such other persons or places as either party may from time to time designate by written notice to the other.

#### **17. EXECUTION OF AGREEMENT; COUNTERPARTS.**

This Agreement shall not become effective or in force until all of the below named parties have fully executed this Agreement. This Agreement may be executed in several counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

#### **18. HIPAA REQUIREMENTS.**

To the extent applicable to this Agreement, the parties agree to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH Act"), the Administrative Simplification Provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated under the HITECH Act or HIPAA, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 ("Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 ("Federal Security Regulations"), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162 ("Federal Electronic Transactions Regulations"), all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". The parties agree not to use or further disclose any "Protected Health Information", including "Electronic Protected Health Information" (as those terms are defined in the HIPAA Requirements), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the HIPAA Requirements. In addition, the parties agree to comply with any state laws and regulations that govern the confidentiality, privacy, security of, and electronic transactions pertaining to patient health care information.

#### **19. NO REQUIREMENT TO REFER.**

Nothing in this Agreement requires or obligates School or any on-site instructor to admit or cause the admittance of a patient to XX or to use XX's services. None of the benefits granted pursuant to this Agreement is conditioned on any requirement or expectation that the parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other party. Neither party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

**20. FORCE MAJEURE.**

Neither party will be responsible to the other party for delays, failures or omissions hereunder due to Force Majeure or any other cause beyond its control that could not be overcome with the exercise of diligence. For purposes herein, "Force Majeure" shall mean labor disturbances, riots, fires, earthquakes, floods, storms, lightning, epidemics, war, disorders, hostilities, expiration or confiscation of properties, failure of and delays by carriers, interference by civil or military authorities, whether legal or *de facto* and whether purporting to act under some constitution, decree or law, or otherwise, acts of God, and all similar acts and occurrences beyond the reasonable control of the party.

**21. CHANGE IN LAW OR CIRCUMSTANCES.**

In the event any federal, state or local legislative or regulatory authority, including School's accrediting organization, adopts any law, rule, regulation, policy, procedure or interpretation thereof which establishes a material change in any term of this Agreement, in order to ensure compliance with such new requirements, then, upon request of either party materially affected by any such change in circumstances, the parties shall enter into good faith negotiations for the purpose of establishing such amendments or modifications as may be appropriate in order to accommodate the new requirements and change of circumstances while preserving the original intent of this Agreement to the greatest extent possible. If, after thirty (30) days of such negotiations, the parties are unable to reach an agreement as to how or whether this Agreement shall continue, then either party may terminate this Agreement upon thirty (30) days' prior written notice pursuant to this section.

THE PARTIES HERETO, through their duly authorized representatives, have executed this Agreement as of the day and year first above written.

SCHOOL:  
SAM HOUSTON STATE UNIVERSITY

XX:  
XX

By: \_\_\_\_\_

By: \_\_\_\_\_

Print Name: Dana Gibson, PhD

Print Name: \_\_\_\_\_

Title: President

Title: President & Chief Executive Officer

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**EXHIBIT A**

**STATEMENT OF RESPONSIBILITY**

For and in consideration of the benefit provided to the undersigned Program Participant in the form of experience in a clinical and/or food service management setting ("Program") at XX. ("XX"), the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by Sam Houston State University ("School") unless such injury or loss arises solely out of XX's gross negligence or willful misconduct. Program Participant further understands and agrees that he or she is not an employee of XX and shall not be entitled to any salary or employment benefits from either XX.

\_\_\_\_\_  
Signature of Program Participant

\_\_\_\_\_  
Date

Print Name: \_\_\_\_\_



## EXHIBIT B

### CONFIDENTIALITY AND SECURITY AGREEMENT

#### PROTECTED HEALTH INFORMATION, CONFIDENTIALITY, AND SECURITY AGREEMENT

- Protected Health Information (PHI) includes patient information based on examination, test results, diagnoses, response to treatment, observation, or conversation with the patient. This information is protected and the patient has a right to the confidentiality of his or her patient care information whether this information is in written, electronic, or verbal format. PHI is individually-identifiable information that includes, but is not limited to, patient's name, account number, birthdate, admission and discharge dates, photographs, and health plan beneficiary number.
- Medical records, case histories, medical reports, images, raw test results, and medical dictations from healthcare facilities are used for student learning activities. Although patient identification is removed, all healthcare information must be protected and treated as confidential.
- Students enrolled in school programs or courses and responsible faculty are given access to patient information. Students are exposed to PHI during their clinical rotations in healthcare facilities.
- Students and responsible faculty may be issued computer identifications (IDs) and passwords to access PHI.

#### ***Initial each to accept the Policy***

Initial	Policy
	1. It is the policy of the school/institution to keep PHI confidential and secure.
	2. Any or all PHI, regardless of medium (paper, verbal, electronic, image or any other), is not to be disclosed or discussed with anyone outside those supervising, sponsoring or directly related to the learning activity.
	3. Whether at the school or at a clinical site, students are not to discuss PHI, in general or in detail, in public areas under any circumstances, including hallways, cafeterias, elevators, or any other area where unauthorized people or those who do not have a need-to-know may overhear.
	4. Unauthorized removal of any part of original medical records is prohibited. Students and faculty may not release or display copies of PHI. Case presentation material will be used in accordance with healthcare facility policies.
	5. Students and faculty shall not access data on patients for whom they have no responsibilities or a "need-to-know" the content of PHI concerning those patients.
	6. A computer ID and password are assigned to individual students and faculty. Students and faculty are responsible and accountable for all work done under the associated access.
	7. Computer IDs or passwords may not be disclosed to anyone. Students and faculty are prohibited from attempting to learn or use another person's computer ID or password.
	8. Students and faculty agree to follow Vanguard's privacy policies.
	9. Breach of patient confidentiality by disregarding the policies governing PHI is grounds for dismissal from Creekside.

- I agree to abide by the above policies and other policies at the clinical site. I further agree to keep PHI confidential.
- I understand that failure to comply with these policies will result in disciplinary actions.

- I understand that Federal and State laws govern the confidentiality and security of PHI and that unauthorized disclosure of PHI is a violation of law and may result in civil and criminal penalties.

\_\_\_\_\_  
Signature of Program Participant

\_\_\_\_\_  
Date

Print Name: \_\_\_\_\_

\_\_\_\_\_  
Parent or Legal Guardian if Program Participant is under 18

\_\_\_\_\_  
Date

Print Name: \_\_\_\_\_

Relationship to Program Participant: \_\_\_\_\_

## **AFFILIATION AGREEMENT**

Sam Houston Combined Masters and Dietetic Internship (SHDI) Program

THIS AFFILIATION AGREEMENT (the "Agreement") is made as of this 11 day of November, 2011 by and between Sam Houston State University (hereinafter referred to as "School") and Houston Food Bank (hereinafter referred to as "Facility").

### **WITNESSETH:**

WHEREAS, School offers to enrolled students a degree program in the field of Dietetics and utilizes community facilities to provide community experience for such students; and

WHEREAS, the Facility operated a system that serves an 18-county service area in Texas through nutrition education and outreach programs, as well as distribution of food and could offer practical experience in Community Nutrition to our interns; and

WHEREAS, School desires to provide to its students with exposure to Community Nutrition through the application of knowledge in actual population-centered situations in an outreach-type of community setting; and

WHEREAS, Houston Food Bank has agreed to make its facility available to School for such purposes;

NOW, THEREFORE, the School and the Facility, in consideration of the mutual benefits to be attained by both, do hereby agree each with the other to participate in a cooperative agreement program of instruction whereby the Facility will accept Dietetic Internship students from SHDI Program for supervised learning experiences in the treatment of the Facility's clients as follows:

1. **TERM: THIS AGREEMENT SHALL** be a continuing agreement until terminated by either party hereto upon six (6) months notice to the other in writing, certified mail or personal delivery to the individual addressed below; the AGREEMENT shall be reviewed by the parties at any point deemed necessary by either party.
  
2. **GENERAL STANDARDS:** All faculty provided by School shall be duly licensed, certified, or otherwise qualified to participate in the Program at Facility. School shall have a specially designated staff for the performance of the services specified herein. School and all Program Participants shall perform their duties and services hereunder in accordance with all relevant local, state, and federal laws, and shall comply with the standards and guidelines of all applicable accrediting bodies and the Bylaws and rules and regulations of Facility, and any rules and regulations of School as may be in effect from time to time. Neither School nor any Program participant shall interfere with or adversely affect the operation of Facility or the performance of services therein. School shall assign to Facility students who have completed sufficient classroom and other course work to allow students meaningful participation in a Community Nutrition experience and so that the students can participate in the Program without disruption to distinct services or other Facility operations.

3. UNDERSTANDING: Houston Food Bank, Houston Texas, will:
  - I. Allow the use of its facilities for training of SHSU students enrolled in the accredited SHDI Program.
  - II. Provide defined staff supervision together with faculty from SHSU for students in the SHDI Program.
  - III. Provide access for faculty and students to ongoing out-reach nutrition programs and community groups as part of their nutrition training.
  - IV. Review periodically the specific program efforts and number of students to participate in the Houston Food Bank, Nutrition Programs both factors being subject to mutual agreement of the parties.
  - V. Maintain responsibility for the provision of administrative policies and procedures to be used in the operations of Houston Food Bank, in conjunction with the participation of the students in the nutrition education of the community.
  - VI. Encourage its staff to participate in the educational activities of SHSU.
  - VII. Maintain the criteria for accreditation as established by its governing body or other appropriate agencies.
  - VIII. Facility shall accept the students assigned to the Program by School and reasonably cooperate in the orientation of all Program Participants to Facility. Facility shall provide reasonable opportunities for such students, who shall be supervised by School and Facility, to observe and assist in various aspects of Community Nutrition to the extent permitted by applicable law and without disruption of Facility operations, as determined by Facility in its sole discretion. Facility shall coordinate School's rotation and assignment schedule with its own schedule and those of other educational institutions. Facility shall at times retain ultimate control of the Facility and responsibility for its Community Nutrition Program.
  - IX. Upon the request of School, Facility shall assist School in the evaluation of each Program Participant's performance in the Program. However, School shall at all times remain solely responsible for the evaluation and grading of Program Participants, and shall indemnify and hold harmless Facility for any expense or claim incurred by Facility as a result of Facility's assistance hereunder.

SHSU WILL:

- i. Provide Houston Food Bank with names of the students who are to be part of the SHDI Program and entitled to use the resources of Houston Food Bank, at Houston, Texas as well as maintain the authority and responsibility for its students assigned to the program.
  - ii. Adhere, by its faculty and students to the administrative policies and procedures including those relating to the confidentiality of the groups and their records when in attendance or participating in the activities offered by Houston Food Bank, Community Nutrition Programs.
  - iii. School shall be responsible for the implementation and operation of the Community Nutrition component of its program at Facility, which Program shall be approved in advance by Facility. Such responsibilities shall include, but not be limited to, the following:
    - (a) Orientation of students to the Community Nutrition experience at Facility;
    - (b) Provision of classroom theory and practical instruction to students prior to their community nutrition assignments at Facility;
    - (c) Preparation of student assignments and rotation plans for each student and coordination of same with Facility;
    - (d) Continuing oral and written communication with Facility regarding student performance and evaluation, absences and assignments of students, and other pertinent information;
    - (e) Supervision of students and their performance at Facility;
    - (f) Participation, with the students, in Facility's Quality Assurance and related programs;
    - (g) Performance of such other duties as may from time to time be agreed to between School and Facility.
4. **WITHDRAWAL OF PROGRAM PARTICIPANT: THE FACILITY** has the right to withdraw a student from its services whose conduct or work with clients or personnel is not in accordance with acceptable standards of safe, effective, professional, legal or ethical performance. This termination can be immediate. In such a circumstance, the School will be notified within 24 hours. The School may at any time withdraw a student whose progress, conduct or work does not meet the standards set by the program. Final academic action regarding the student is the responsibility of the faculty of the School.
5. **INDEPENDENT CONTRACTOR; NO OTHER BENEFICIARIES:** The parties hereby acknowledge that they are independent contractors, and neither the School nor any of its agents, representatives, students or employees shall be considered agents, representatives, or employees

of Facility. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to Facility for any salaries, insurance or other benefits.

6. **AGREEMENT:** This agreement may be amended in writing to include such additional provisions as the Parties may agree.
7. **VENUE:** Venue in any action at law or equity in relation to and in connection with this Agreement shall be Walker County, Texas.
8. **INDEMNITY:** To the extent allowed by Texas law and without waiving any defenses or immunities each Party shall indemnify and hold harmless the other with respect to all claims, cost and expenses (including attorneys' fees) arising from the negligence or misconduct of the indemnifying party or its employees or agents with respect to provisions of services pursuant to this Agreement, in so far as allowed by the laws and the constitution of the State of Texas.
9. **ASSIGNMENT:** Neither Party under this Agreement shall have the right to assign nor transfer its right to any third party.
10. **NOTICES:** All notices, requests, demands or other communications hereunder shall be in writing, delivered personally, by registered or certified mail, return receipt requested, or by overnight mail by a reputable overnight carrier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to Facility:

Houston Food Bank  
2445 North Freeway  
Houston, TX 77009

**Attention: Ann Svendsen-Sanchez, Director of Nutrition Services**

If to School:

Sam Houston State University  
Department of Family and Consumer Sciences  
1700 University Ave, MLHB  
P.O. Box 2177  
Huntsville, TX 77341-2177

**Attention: Heather Frazier, MS, RD, LD, DI Director**

or to such other persons or places as either party may from time to time designate by written notice to the other.

INWITNESS WHEREOF. The parties hereto have caused this AGREEMENT to be executed on their behalf on the day and year first above written.

**SAM HOUSTON STATE UNIVERSITY**

By: \_\_\_\_\_

DANA GIBSON, PhD

PRESIDENT

Date: \_\_\_\_\_

**HOUSTON FOOD BANK, HOUSTON, TEXAS**

By: \_\_\_\_\_

BRIAN GREENE

PRESIDENT and CEO

Date: \_\_\_\_\_